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ABSTRACT

Intended for classroom teachers and reading specialists, this monograph features high-interest, easy-to-read materials for readers who experience difficulty with text. The monograph, a revised and updated edition of a 1979 publication, includes an overview and a bibliography that contains reviews of 44 book series and 15 periodicals. The entries contain bibliographic information, a description, information on supplementary materials for teachers, and evaluation. Provided at the end of the volume are a Content Index (books only), an Ethnicity and Literary Form Index (books only), a Reading and Interest Level Index, a Key to Print Size, and a list of Publishers and Addresses. (MS)

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Reading Aids Series

EASY READING

Book Series and Periodicals for Less Able Readers

Second Edition

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FOREWORD

The 1989 revision of *Easy Reading: Book Series and Periodicals for Less Able Readers* will be welcomed by classroom teachers and reading specialists who know the necessity of obtaining high interest, easy to read materials for readers who experience difficulty with text. This revision of the 1979 edition contains a complete update of such materials and an excellent introduction to the problems involved with text selection.

The authors have provided a double evaluation of high interest, easy to read book series and periodicals. The first evaluation was to select only those materials that they believed were suitable to recommend. The second evaluation is included in each review and is specific to the recommended materials.

Many titles from the first edition have been dropped and many added. The authors lament the lack of sufficient high quality materials and caution the reader about the limitations involved with their selections. Nonetheless, readers will enjoy this edition and will find it to be a great time saver as they search for appropriate materials that can serve to encourage the reading habit among their students.

Prices of materials have been dropped from this edition because they are ever changing and can be misleading after a short period of time.

Easy Reading provides a valuable service to those busy educators who need quality information concerning independent reading materials.

Robert M. Wilson
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OVERVIEW

Increasingly, reading educators are coming to fully appreciate the enormous importance of students doing a substantial amount of reading. For example, Anderson, Wilson, and Fielding (1988) found that among the various ways children spend their time, reading books is the best predictor of reading achievement. And Heyns (1978) found that, of the various summer activities in which students engage, the amount of reading is the only one that makes a unique contribution to reading achievement. Simply put, if students are to become proficient and avid readers, they need to read a lot.

After observing remedial reading classes in which students did very little reading, Allington (1977) commented, "If they don't read much, how they ever gonna get good?" (p. 57). The answer is that they aren't. Unfortunately, in examining the reading done by both good and poor readers, Anderson and his colleagues found that "on most days most children did little or no book reading" (p. 285).

Many of the children who do little or no book reading are poor readers. Providing substantial amounts of reading materials for students who do not read well, who read considerably less well than their classmates, and who have difficulty reading materials written for their age level presents a particular problem. Many of the books these students can read are written for younger students who have different interests, experiences, and standards for determining what is worth reading. Consequently, older but less skilled readers shy away from them.

The genre of high interest/easy reading was created specifically for such students. It consists largely of series of books on similar topics and themes, sometimes involving the same characters and settings, similarly packaged, and often advertised and purchased as sets. The Fastbacks Series (Fearon, 1984-1987), 74 pocket sized booklets containing sports stories, romances, mysteries, and other material of interest to teens and preteens, is an example of the fiction available. And the Wildlife Series (Crestwood House, 1984-1987), 36 booklets (40 pages each) focusing on various species of wildlife, is an example of the nonfiction available. The genre also includes periodicals. *Sprint* (Scholastic) is a weekly, general interest magazine intended for fourth to sixth grade students who read at about the second grade level.

The major purpose of this bibliography is to provide teachers and others who work with less able readers a convenient source to use in selecting easy reading materials for their students. Additionally, this section provides information on factors that influence the difficulty of material, information we think will be useful in selecting appropriate trade books and easy reading materials, whether described in this book or not.

Because easy reading series are specifically created for older students who do not read well, a major concern of those creating the series is to construct books that are relatively easy to read. Similarly, we assume that most of you reading this monograph are concerned with selecting interesting, relatively easy reading for your less able students. Thus, before we discuss the genre of high interest/easy reading further and describe how to use this monograph, we will discuss in detail factors that influence the difficulty of text. Understanding some of these factors will enable you to better select the easy reading materials described here and other materials to use with your less able readers.

Now we will briefly describe our view of the reading process and comment on the sorts of instruction that should help less able readers deal competently with both high interest/easy reading selections and other materials. Next, we consider a set of factors that influence the difficulty of material. As noted, these factors are intended to be used as criteria to guide purchasing and assignment of both easy reading materials and other materials you can provide for less able readers. Following this, we characterize the genre of high interest/easy reading, considering how it generally ranks along each of the dimensions considered; suggest some ways in which the genre could be improved; and discuss the importance of supplementing easy reading material with other reading material. Finally, we describe the contents and organization of the monograph.

Some Remarks on the Reading Process and Reading Instruction

In describing the reading process, we will characterize five aspects of the process and suggest several sources for those who wish to read further on the topic. The view of reading underlying the presentation here is the widely held cognitive position. In this view, reading, like other cognitive processes, is a vital process in which individuals are active searchers for meaning rather than passive respondents to external stimuli. Much of the meaning an individual derives from a situation is thought to be constructed by the individual (Anderson, 1985).

Schemata, units of knowledge that individuals internalize, are crucial to reading with understanding (Anderson & Pearson, 1984; Rumelhart, 1980). Schemata constitute our knowledge about "objects, situations, events, sequences of events, actions, and sequences of actions" (Rumelhart, 1980, p. 34). We have schemata for objects such as houses, for situations such as going on a date, for events such as weddings, and for sequences of events such as driving to and from work. We make sense out of a text by attempting to fit the information we glean from the text into an existing schema.

Reading is an interactive process. This means that readers arrive at meaning by simultaneously using information from several knowledge sources. These knowledge sources include letter level knowledge, word level knowledge, syntactic knowledge, and various levels of schematic knowledge. Information moves simultaneously in two directions – the readers' background knowledge (schemata) and the information they glean from the text interact to produce meaning (Rumelhart, 1977).

If reading is to be efficient, informative, and engaging, some parts of the reading process must be automatic – performed without conscious attention. Reading demands that a number of processes (recognizing letters, recognizing words, assigning meaning to words, combining words to form propositions, and combining propositions to form larger units of meaning) be performed at the same time. If these processes are not automatic, they demand attention. The mind's attentional capacity is limited to one item at a time. If some processes are not automatic, the mind's limited attentional capacity will be overcome and the reader will not be able to read with understanding and enjoyment. Two closely related processes that must be automatic are recognizing words (LaBerge & Samuels, 1974) and assigning meaning to words (Perfetti & Lesgold, 1979).

A final aspect of the reading process that merits attention is that of metacognition. According to Flavel (1976, p. 232), "Metacognition refers to one's knowledge concerning one's own cognitive processes and products or anything related to them." Accomplished readers have metacognitive knowledge about themselves, the reading tasks they face, and the strategies they can employ in completing these tasks. Active awareness of one's comprehension while reading and the ability to use effective fix up strategies when something does not make sense are essential to becoming an effective reader, and many poor readers lack these metacognitive skills.

This has been a brief discussion of the reading process. Those who wish further information on the reading process can consult the sources just listed, as well as Anderson et al. (1985) and Graves and Piché (1989).

In discussing the sorts of instruction that should help less able readers deal competently with easy reading selections, we will first consider the classroom setting in which the reading takes place. We assume that easy reading materials most frequently will be used for independent reading, perhaps during a daily time slot designated as an opportunity for independent reading. Such a situation should be comfortable, inviting, nonthreatening, respectful of the children's interests, without interruptions, and as unencumbered by accountability and testing demands as you can make it. Anderson, Wilson, and Fielding (1988) present a strong argument for independent reading, and Spiegel (1981) presents a rich array of ideas for establishing and maintaining an independent reading program.

If instruction accompanies students' reading of easy reading material, we would endorse an instructional approach that follows the principles of active teaching (Doyle, 1983; Rosenshine & Stevens, 1984). Teachers who engage in

active teaching are the instructional leaders of their classrooms; they are fully knowledgeable about the contents and purposes of the instruction they present; and they draw a clear distinction between instruction and practice. They directly instruct students and explicitly tell learners how to accomplish tasks, provide students with sufficient guided practice, give students ample feedback on their performance, check students' understanding and reteach when necessary, foster metacognition, teach students to be strategic, model the behavior they are teaching students to use, employ instructional routines, and present instruction in a logical sequence, often moving from simple to complex activities.

We further endorse instruction that ensures that students are given adequate preparation for reading a selection and postreading activities that enhance their understanding and enjoyment (Graves, Palmer, & Furniss, 1976). Worksheets have little place in such instruction.

Books by Anderson et al. (1985), Baumann (1986), Duffy, Roehler, and Mason (1984), and Hoffman (1986) offer a number of instructional suggestions consistent with these notions.

Factors Influencing the Difficulty of Material

We list a total of twelve factors here. As the heading suggests, these factors can be considered difficulty factors. But they are more than difficulty factors because they also suggest how interesting and accessible the material will be for students. The more interesting and accessible the material is, the better the chance that students will pursue it, understand it, learn from it, and enjoy it—even if it is difficult. The first two factors, vocabulary and sentence structure, are the familiar ones considered in readability formulas. They are also two of the factors that most heavily influence the writing in easy reading material. However, these factors ought not to be relied on too heavily or to the exclusion of a number of other considerations.

Vocabulary

We list vocabulary as the first item to consider because it is one of the most easily identifiable characteristics indicating text difficulty. However, it appears that vocabulary is the excellent predictor of difficulty that it is not because it causes difficulty but because it reflects difficulty (Anderson & Freebody, 1981). A difficult topic frequently needs to be conveyed using difficult vocabulary; some things cannot be said well in simple words.

In considering vocabulary, we need to consider more than just difficulty; simpler is not always better. The words used in a selection need to be appropriate to the selection and to convey precisely the intended meaning. For example, if the intended meaning is "petrified," the use of "afraid" or "scared" as a simpler substitute is unlikely to make the text more comprehensible.

Therefore, attempting to simplify a text by simplifying its vocabulary (as publishers sometimes do in rewriting material for less able students) often does

not work. Similarly, attempting to write a text with words much simpler than those normally used with the topics (again something that publishers of easy reading material sometimes do) often does not work.

Sentence Structure

Sentence structure is the other factor employed in readability formulas, and it also reflects difficulty. Long, complex, and very convoluted sentences make texts more difficult to read. However, sentence structure does not have nearly so strong an effect as vocabulary (Klare, 1984). Moreover, texts that employ artificially short sentences, the sort sometimes found in easy reading materials, do not have the sound of real language.

Here is a paragraph from an easy reading book. To our ears, it sounds unnatural, and we suspect the author used this series of short sentences to keep the readability score down.

> Payton's training paid off. He rushed for 1,421 yards in 1983. He caught passes for 607 yards. That was the most passes (53) of any Bear. He passed for 95 yards. He gained a total of more than 2,000 yards for the second time in his career. His yardage was 36 percent of the Bear's total yardage. He was almost a one man team.

Most remedial readers would do better with a more natural sounding text.

In addition to sounding natural, the sentences in a text need to be complex enough to clearly convey the meaning of the text (Pearson, 1975). If the intended meaning is something like "Ted failed to win the award because neither his test scores nor his grades were high enough," breaking that sentence up into something like "Ted failed to win the award. His test scores were not high enough. His grades were not high enough," is not going to result in more comprehensible text. Texts that lack logical connectives require students to infer relationships that could have been stated explicitly.

On the other hand, some sentences are clearly difficult. Here is one from "Shooting an Elephant" by George Orwell. "Its mahout, the only person who could manage it when it was in that state, had set out in pursuit, but had taken the wrong direction and was now twelve hours' journey away, and in the morning the elephant had suddenly reappeared in the town." Materials that contain a large percentage of complex sentences are going to present difficulties for less able readers.

Familiarity of Content

As already noted, vocabulary probably is the excellent predictor of difficulty that it is because it is an index of how familiar students are with the content of the material. Reading a selection on a topic with which we have little familiarity is difficult. Reading a selection on a totally unfamiliar topic is impossible (Adams & Bruce, 1982). It is for this reason that the language experience approach offers real advantages when used with children just beginning to read. The content of the stories a child dictates is, of course, totally familiar to the child.

Background Knowledge Required

Not only must readers have some familiarity with the contents of a selection, but they also must have the background knowledge assumed by the author (Adams & Bruce, 1982). In some cases, the general knowledge picked up from day to day living is sufficient. In other cases, more specific knowledge is required to understand the text.

Here is an example from the television serial "Dr. Who," a fantasy series popular among preteens and teens a few years ago. The content of this series is not difficult, but those who are not familiar with the serial will lack relevant background knowledge.

Imagine that you are watching the beginning of the show and see a barren desert scene, obviously hot and evidently devoid of life. Suddenly, a red British phone booth appears. The camera zooms in to what should be the inside of the phone booth, but you see the cabin of some sort of spaceship, and it is much bigger than the inside of a phone booth. In the cabin are a tall, lanky man wearing a long coat and wool muffler reaching nearly to the floor and a young woman in contemporary clothes. The camera zooms out and you are again looking at the British phone booth in the desert, yet out of it walk the tall man and the young woman. The man then turns to the woman and says in a very solemn voice, "As the fourth Doctor, the tardis is of course my responsibility." The woman nods, showing her full understanding of the fourth Doctor's evidently poignant message.

But what are the uninitiated to think? What is a phone booth doing in the middle of the desert? Is the large cabin supposed to be inside that little phone booth? Why does the man wear a long coat and an even longer muffler in the middle of a desert? In what sense is he the "fourth" Doctor? Is there a third Doctor? A fifth? What is a "tardis?"

The answers to these questions and a myriad of others are readily available to "Dr. Who" fans but totally unavailable to those who know nothing of the show. While, in this case, one could acquire the background knowledge rather readily, in many cases there are a myriad of things a reader must know in order to approach a particular text.

Length

Length is an obvious but sometimes overlooked factor influencing the difficulty of a selection and the likelihood that a less able reader will make a real stab at finishing it. Length alone can be a very formidable obstacle, particularly for students who do not read fluently (Grobe, 1970). Fortunately, as teachers, we control how much material we ask students to read.

However, shorter is not always better. Illustrations and examples often are useful in making a point, and giving illustrations and examples increases the length of a piece.

Density of Information and Elaboration

Density of information and elaboration are two sides of the same coin. Texts can be written so that they contain a large number of concepts without much redundancy or explanation, or so that they contain fewer concepts and more redundant and explanatory material (Spiro & Taylor, 1987).

Elaboration refers to a certain sort of explanatory material. Elaborative information is information that explains the reasons behind the factual information presented. Elaboration makes information more meaningful and understandable, and information that is more understandable is more memorable. The concept is an important one, and worth some examples. Here are two examples, one from a psychological experiment on elaboration (Bransford & Johnson, 1972) and one from an elementary social studies text.

In the experiment, some students were given unelaborated statements such as "The tall man bought the crackers," "The bald man read the newspaper," and "The funny man liked the ring." Other students were given elaborated statements such as "The tall man purchased the crackers that were on the top shelf," "The bald man read the newspaper in order to look for a hat sale," and "The funny man liked the ring that squirted water." Then both groups were given questions such as "Who bought the crackers?" "Who read the newspaper?" and "Who liked the ring?" Students who read the unelaborated statements could answer almost no questions, whereas those who read the elaborated text could answer nearly all of them.

The passage from a social studies textbook concerned American Indian houses. It consisted of statements such as "The Indians of the Northwest Coast lived in slant roofed houses made of cedar planks," "Some California Indian tribes lived in simple, earth covered or brush shelters," and "The Plains Indians lived mainly in tepees." But the textbook contained nothing to explain these facts and make them something other than arbitrary pieces of information. For example, nothing was said about the relationships between the types of houses and the climates of the areas, the types of building materials available, or the lifestyles of the various groups. Unelaborated information is difficult to remember and not very interesting.

Structure

Structure refers to the organization of a text. Most of the texts students encounter in school belong to one of two broad categories, narrative or exposition, and these two types of text are organized very differently (Drum, 1984).

Typical narrative text reflects the temporal order of real life events in which motives, actions, results, and reactions occur in sequence, and episodes in the main character's life are integrated by goals and subgoals. Time thus provides a natural structure for remembering episode information. Most children's books, most of the material parents read to children, and most of the selections in pri-

mary grade basal readers are narratives. Although there are both easier and more difficult narratives and ones that do not follow the prototypical structure, children generally do well with them.

Exposition is another matter. Expository text has a much less identifiable organization than narrative text. Exposition presents information about things and ideas rather than sequential information about characters' actions. It is much harder to specify the necessary components or organizational structures of expository passages. Once a topic is selected, there are no rules for decisions about the amount and type of information to include. The choice and elaboration of details depends on choices made by the author. Since there is no single prototypical structure, previous reading of exposition does not provide the clues to the structure of upcoming expositions that previous reading of narratives provides to the structure of upcoming narratives. Very little children's literature is exposition, parents read little if any expository material to preschoolers, and primary grade basal readers and even some intermediate grade basals contain little exposition. For these reasons, and because of its intrinsic difficulty, many children find expository text difficult.

Coherence and Unity

Coherence refers to the clarity of the material, how understandable each part of a selection is, and how well the parts relate to one another. There are well written texts and poorly written texts. It is frequently difficult to separate the two using anything like mechanical criteria.

Unity refers to oneness of purpose. Good texts are directed toward particular topics, points, themes, and concepts. Texts that wander or contain irrelevant material are difficult to read.

Intrinsic Difficulty of the Topic

In addition to differing in the ways mentioned, some subjects simply are intrinsically more difficult than others. German seems to be more difficult than Spanish, calculus more difficult than geometry, and physics more difficult than biology. To cite two examples more familiar to many reading this book, reading theory seems to be more difficult than reading pedagogy, and phonics tends to be more difficult than vocabulary, at least as these subjects are discussed in most of the current literature.

Audience Appropriateness

Obviously, the topic of a selection and the sophistication with which the topic is treated need to be appropriate for the students reading the selection (Spiro & Taylor, 1987).

Consider, for example, two human interest pieces from periodicals, written for adults, but readily interpretable by fifth or sixth graders. The first is by William Geist, a columnist for the *New York Times*. It is entitled "The Friends of Trees," and it begins like this:

> Marianne Holden could not restrain herself any longer. She whipped out her trusty 12 inch folding saw and attacked a Japanese pagoda tree.
>
> "It feels sooo good," she said, standing on her tiptoes while she removed a limb the tree did not need. A wise guy walking by yelled "Timberrrr!" when the little branch dropped to the ground.

The sketch goes on to describe a group of New Yorkers who help the city care for boulevard trees. It is well written, and we like it because it shows people doing something positive and caring. But how appropriate is it for fifth or sixth graders? Will they appreciate it, relate to it, and be interested in it? It seems likely that many students will not find it engaging.

Now consider another human interest piece. This one is by Charles Kuralt, the television journalist. It is entitled "The Butterfly Mystery," and it begins like this:

> Monarch butterflies spend the winter in Pacific Grove, California. In early spring, the monarchs migrate north. This fact is part of a mystery that suggests all kinds of troubling questions.
>
> In the first place, the monarchs are confused by radio, television, and radar waves. And they are destroyed by fertilizer, insect sprays, and air pollution. So how do they survive at all?
>
> In the second place, after they leave Pacific Grove, they fly as far as 2,000 miles into Canada. They fly through storms and across mountains and deserts, even though they are as fragile as feathers. How do they do it?

The sketch goes on to describe some of the other mysteries of the butterflies' annual visit to Pacific Grove, never really explaining them but describing some of the folktales about the visits, presenting the visits as rather magical and wonderful annual events. It is well written, and we like it because we find the phenomenon an interesting one. But is it appropriate for fifth and sixth graders? Will they appreciate it, relate to it, and be interested in it? Probably. It seems likely that of the two pieces, both about the same length, both about the same difficulty, and both well written, "The Butterfly Mystery" will be more appropriate for fifth and sixth graders.

Style, Verve, and Quality of the Writing

In addition to the factors presented thus far, one must consider the writing itself – the quality of the writing; the flair of the writing; and the particular blend of topic, organization, and style that makes one piece of writing intriguing and memorable and another piece mundane.

One way of appreciating the difference subtle variations in style can make is to consider alternate phrasings of Thomas Paine's memorable sentence, "These are the times that try men's souls." Consider how memorable these alternatives might have been:

- Times like these try men's souls.
- How trying it is to live in these times!
- These are trying times for men's souls.
- Soulwise, these are trying times.

As a number of writers (e.g., Strunk & White, 1979) have noted, it is unlikely that Thomas Paine's sentence would have been so widely quoted today if he had couched it in any of these alternative forms. It is difficult to understand why this is so, but we can sense it as we read. And our sense of style, as well as our more objective assessments, can play an important part in selecting appropriate material.

Interestingness

Finally, beyond any of the factors considered thus far, one must consider the interestingness of the material. Although interestingness is related to many of the factors already discussed, it deserves special consideration because it can have such a powerful effect on comprehension. In one set of studies (Anderson et al., in press), the interestingness of sentences had a greater effect on recall than readability. In another set of studies (Graves & Slater, 1986; Graves et al., 1988), increasing the interestingness of materials had a more positive effect than other changes to the materials. Clearly, a teacher who can determine a particular student's interests and match those interests to reading selections is in a powerful position to select material that the student will read.

Characteristics of Easy Reading Materials

Here we consider some general characteristics of easy reading materials and make some generalizations about how these materials rank in terms of the difficulty factors just listed.

Some easy reading materials have been available for a number of years. Unfortunately, most of the original materials were quite poor. (Some readers described them as "dumb.") The older stories tended to be trite, outdated, and generally suited more for primary grade children than for the older students for whom they were intended. In addition, packaging tended to be unappealing. Most of the earlier books were oversized and hardcovered, the print was large and unattractive, and the illustrations were juvenile.

By the time the first edition of this monograph was published in 1979, there had been a tremendous improvement in the overall quality of easy reading materials. The content had become more mature, characters and story settings were frequently contemporary and often included minority groups and situations, plots were more realistic, and packaging was improved. Most newer books were paperbacks and were smaller in size than the earlier materials. Print was not exceedingly large, illustrations appealed to more mature readers, and several series used photographs instead of drawings. In general, the newer books did not appear to be "baby stuff."

When we began preparing the second edition of this monograph, we expected to be able to say that there had been much improvement over the past decade. Unfortunately, although there are several notable exceptions, our impression is that the overall quality of the genre is very similar to what it was ten years ago.

This leaves a number of improvements still to be made. Too many of the materials are fiction; too few are nonfiction. Stories tend to be heavily moralistic, usually having idealistic, happy endings. While some materials are oriented toward Black and Chicano students, few materials represent other minorities.

The majority of content is oriented toward large city or suburban students; stories about rural settings (other than the vacation at grandfather's farm) are largely lacking. Moreover, most materials are targeted at boys, with relatively little written especially for girls.

Additionally, the genre gets mixed scores when considered in terms of the factors influencing the difficulty of material. As we have noted, publishers of easy reading material frequently and deliberately write simple material or attempt to simplify existing material by simplifying vocabulary. Much easy reading material would be improved if less control were exercised over vocabulary. Purposely using simple syntax or simplifying existing syntax is another tactic authors use to keep readability scores down. Most easy reading material would be improved if authors used syntax that clearly conveyed their meaning and reflected natural patterns of the language.

The genre ranks better with respect to the likelihood that students will be familiar with the content of the materials. Although the specific content of the selections probably will be unfamiliar to students, students are likely to be familiar with the types of selections presented—mysteries, horror stories, adventures—particularly from their experiences with similar material presented on TV and in the movies. Additionally, the characters in the selections are generally predictable (although often stereotypical), making them another familiar element of the material.

The genre also ranks well with respect to background knowledge required. Authors evidently are aware that many of their readers lack certain sorts of background knowledge, and most of the materials either require little background knowledge or actually provide the necessary background knowledge within the selections.

Length is another aspect of high interest/easy reading material that tends to make these books accessible and attractive to less able readers. Without exception, selections are short. In many cases, they are so short that even completing an entire book provides students with only a modest amount of reading. At the same time, this does offer the definite advantage of giving less able readers the satisfaction of finishing an entire book.

In terms of density of information and elaboration, the genre deserves a mixed score. On the one hand, these materials are not dense; there is simply not

a lot of information in most of the books. On the other hand, these materials do not contain much elaboration. Selections tend to treat relatively few ideas and treat them in a cursory fashion. Selections that present more information and elaborate on the information would be a welcome addition to the genre.

Structure is another aspect of these materials that contributes to their ease. Most of the materials are narratives, and narratives are typically easier to read than exposition. Additionally, the limited expository material that does appear tends to be well organized and often presents readers with helpful organizational tools such as overviews and informative use of headings.

Partly because they are short and partly because they are deliberately simple, these materials tend to be both coherent and unified. The narratives, for example, tend to have a single main character, a single conflict, and a single and readily interpreted resolution. The expositions tend to treat a single topic.

Given the intended audience for the materials—students who are usually both unaccomplished readers and reluctant readers—the materials seldom deal with intrinsically difficult topics. We believe this is as it should be.

The issues of having materials that are both appropriate and interesting for the intended audience are so intertwined that they probably need to be considered together. If the goal of the materials is to get reluctant readers to read, then these are among the strongest features of these books. The authors appear to have a good idea of what students want to read, evidently getting their cue from what is popular on TV and in the movies. On the other hand, one could certainly wish that the books would do more to stimulate students' interest in other directions.

If being appropriate and interesting are strengths of the materials, style, verve, and quality of the writing are weaknesses. It appears that the authors' goals are to be short, simple, and straightforward. This general approach, coupled with the frequent use of simple vocabulary and syntax and the avoidance of literary devices such as metaphors, leaves many of these materials stylistically bland and lifeless.

All in all, then, the genre is far from great literature. A number of things that could be present are missing, and a number of features of the material could be improved. Moreover, a complete library for reluctant readers should include a number of trade books, periodicals, and other literary materials in addition to the book series and periodicals described here. We particularly recommend Bruce's "Stories in Basal Readers and Trade Books" (1985), Cullinan's *Children's Literature in the Reading Program* (1987), Fielding, Wilson, and Anderson's "A New Focus on Free Reading: The Role of Trade Books in Reading Instruction" (1986), and Huck, Hepler, and Hickman's *Children's Literature in the Elementary School* (1987) for their insights into the role that trade books and other literary materials play in the development of reading proficiency and for their useful suggestions on making these kinds of material part of a balanced reading program.

None of this is to say that the available easy reading materials should not be

used. We strongly believe that, beyond initial instruction in reading, one essential "instructional" activity that students must frequently and extensively engage in (if they are to become truly able readers) is that of reading relatively easy materials for pleasure and information.

It is our firm belief that high interest/easy reading materials should be used widely and that they have a place outside the remedial reading class. Given the current situation in which schools consist largely of heterogeneously grouped classes, most classrooms contain some students who are reading markedly below grade level. Much of the material presented to these students is too difficult for them. Even the students who plow through some of these difficult materials manage to read them only with great effort. If these slow readers are to progress in reading, finally come to enjoy reading, and seek it as a satisfying and rewarding activity, they must be provided with materials they find both interesting and easy to read.

Description of the Bibliography

The bibliography contains reviews of 44 book series and 15 periodicals. The materials reviewed are listed alphabetically by publisher and then alphabetically by major series or periodical title. Each entry is presented in five parts. The first part lists *publisher, publication date* of the material, *authors/editors, category, reading level,* and *interest level.* We have included reading level because it does provide some information on the difficulty of the vocabulary employed and, to a lesser extent, the difficulty of the syntax used. Nevertheless, as our section on Factors Influencing the Difficulty of Material indicates, the readability level of a text reflects only some aspects of difficulty, and certainly ought not to be the sole criterion for selecting appropriate texts.

The second part is *Description.* The first paragraph in this section provides a general description of the series or periodical and a more detailed description of a representative book, story, or article from a series or a description of the contents of one issue of a periodical. The next paragraph describes such physical characteristics of the materials as size, length, binding, print size, and illustrations.

The third part, *Supplementary Material,* contains descriptions of Teachers' Guides, cassettes, and filmstrips, if such items are available.

The fourth part is *Evaluation.* The major question answered here is whether students in the targeted age groups are likely to be interested in the materials. Additionally, when appropriate, this part gives attention to specific groups which should be interested in the materials, unusual aspects of the materials, literary quality when it is uniquely good or poor, and features that could make the materials inappropriate for certain students.

Most of the evaluations are relatively positive. This is because we excluded the poorer materials. We determined the following criteria for deciding what to include before selecting any materials.

- The overall criterion is that we consider the materials to be understandable, interesting, and enjoyable to a sizable proportion of the remedial students for whom they are intended. This means that the topic must be appropriate and interesting and that both exposition and narration must be well organized and narratives well formed.
- The materials should score reasonably well on naturalness of writing, style and quality, and packaging.
- The materials should be essentially something to read as opposed to skills work, and not more than 25 percent of the total pages should be devoted to skills. However, if there is a substantial continuous text followed by skills work that occupies more than 25 percent of the total pages, we may consider inclusion.
- The materials should be written for fourth through twelfth grade students who are not reading well. However, we may include high interest/easy reading material written for adults if it is appropriate for secondary school students and if we have space. Also, we will consider some periodicals that are appropriate for fourth through twelfth grade remedial readers even if they are not explicitly written for remedial students.

As a perusal of the evaluations will show, not all of the included materials met all of these criteria, but all of them did meet the first one.

Our mention of the fact that our selection criteria included considering periodicals that are appropriate for fourth through twelfth grade remedial readers even though they are not explicitly written for remedial students prompts us to make a few comments about the periodicals included. Two-thirds of the fifteen periodicals included are not explicitly written for remedial students; they are simply written to be interesting and enjoyable for youngsters. We have included these because they are likely to be particularly appealing to students and because they score particularly well when considered in terms of some of the difficulty factors we think are important. In particular, the selections in these periodicals tend to be relatively short, deal with topics that are familiar and of interest to today's youngsters, and score better than many other materials in terms of style, verve, and the overall quality of the writing. We believe that both the periodicals that are written specifically for remedial readers and those that are not include some of the most enticing reading available for less able readers.

We return now to the description of the parts of each entry. The final part of each entry in the book series lists available materials and supplementary materials.

When a publisher has two or more similar series or periodicals, one series or periodical is fully described and the others are described in a somewhat abbreviated fashion.

Provided at the end of the volume are a Content Index (books only), an Ethnicity and Literary Form Index (books only), a Reading and Interest Level Index, a Key to Print Size, and a list of Publishers and Addresses.

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BOOK SERIES

THE READING SCENE

Publisher	The Continental Press, 1987	**Reading Level**	2-4
Authors	Various Authors	**Interest Level**	5-10
Categories	Biographies, Teenage Fiction/ Adventure		

Description The 12 books in this series present thematic content dealing with sports figures, contemporary biographies, mystery and adventure, and problems and concerns facing today's teenagers. Each book contains 4 stories, each approximately 7 pages in length. Among the biographies are selections on Maya Lin – designer of the Vietnam Veterans' Memorial – Bruce Springsteen, Judy Blume, Bill Cosby, and Sally Ride.

In *A New Beginning*, Katie, a teenage girl, displays the feelings of anguish caused by her brother's death and the confusion resulting from her parents' marital disharmony. Katie's decision to escape the turmoil by fleeing town on a bus reflects the despair which often prompts teenagers to leave home. For Katie, the experience of running away from home results in an improved family relationship through the encouragement of a fellow teenager she encounters on her journey.

These softcover books measure 8″ × 5″ and are 32 pages long, with 4,500 total words in 11 point type. Black and white illustrations depicting characters immersed in the events of the story appear throughout each selection.

Supplementary Material A Teacher's Guide contains reproducible skill exercises, instructions, suggestions for using the program, and a vocabulary list. Skill exercises, designed to assess students' comprehension, focus on identifying main idea, recognizing inferences and literal details, and assessing vocabulary knowledge.

Evaluation These pamphlet like books present contemporary fiction and nonfiction selections which should attract the interest of young adolescents. While some selections are somewhat contrived and the appeal of selections may be limited, the overall depiction of characters and events that mirror the lifestyles of teenagers is a distinct strength of this series. Up to date illustrations contribute notably to the content through the display of action, physical and social challenge, and ethnic and cultural diversity.

Materials

Set 1

Facing the Challenge, The Sports Spotlight, Friends Like Us, In the Strange Zone

Set 2

Reaching for the Stars, Sports Superstars, A Circle of Friends, Against All Odds

Set 3

Seizing a Dream, Meeting the Champions, Everyone's Friends, The Mystery Files

A Teacher's Guide is included with each set

CENTER STAGE

Publisher	Crestwood House, 1986	**Reading Level**	4-5
Authors	William Sanford, Carl Green, Teresa Koenig	**Interest Level**	3 and up
Category	Biography		

Description Each of the 12 books in this series presents a currently popular celebrity or singing group and traces their rise to stardom, emphasizing the effort necessary for their accomplishment. For example, in *Julian Lennon*, the author provides a glimpse into the young singer's life. The book shows the pros and cons of being the son of Beatle John Lennon and illustrates the development of Julian's career.

These hardcover, 32 page books contain approximately 4,000 total words in 12 point type. Each book contains a table of contents, introduction, 4 chapters with subheadings, and 12 to 15 full color and black and white photos. Books measure 6″ ×9″.

Supplementary Material None

Evaluation These books do an excellent job of portraying celebrities as people, not superhuman beings. In coherent and unified prose, the authors stress that it takes a combination of talent, hard work, dedication, and luck to bring a person to celebrity status and that stardom doesn't run a smooth upward course or come without a certain price. Through numerous anecdotes that provide insight into the personal lives of these stars, the reader learns of their fears, doubts, and problems as well as the glory of their success. Students will read these books eagerly to learn about their favorite stars and, at the same time, will catch a glimpse of something that is not too far removed from their own lives – the fear of failure as well as the need to be accepted and to have the support and love of family and friends. In addition to the familiar subject matter, the vocabularly and syntax used also are appropriate for the target audience.

Materials *Alabama, Beach Boys, Bill Cosby, Michael J. Fox, Hulk Hogan, Cyndi Lauper, Julian Lennon, Lionel Richie, Bruce Springsteen, Sylvester Stallone, Tina Turner, Stevie Wonder*

12 hardcover bindings

A SIMILAR SERIES BY CRESTWOOD HOUSE

SPORTS CLOSE-UPS 2

Publication Date	1988	**Reading Level**	4-5
Authors	Various Authors	**Interest Level**	4 and up
Category	Biography		

Description The 14 books in this series feature current sports stars, concentrating on the high points of their professional careers while giving some background information on how they got their start.

Each 48 page book has approximately 6,000 total words in 11 point type and approximately 25 full color and black and white photographs. A chart of the player's statistics is included on the last page.

Materials *Joe Theisman, Marcus Allen, Martina Navratilova, Sugar Ray Leonard, Moses Malone, Wayne Gretzky, Fernando Valenzuela, Marvelous Marvin Hagler, Larry Bird, Patrick Ewing, Lynette Woodard, Dwight Gooden, Mary Decker Slaney*

14 hardcover bindings

MONSTERS

Publisher	Crestwood House, 1977	**Reading Level**	3-5
Author	Ian Thorne	**Interest Level**	3 and up
Category	Horror		

Description Each of the 15 books in this series retells in a factual, yet humorous way, stories from films featuring well known monsters. At the end of the retelling, the author often describes other films and TV shows that have included similar monsters. For example, in *Frankenstein*, which recalls the 1931 film starring Boris Karloff, the author gives background information on Mary Shelley and the original *Frankenstein*, noting how the movie versions are quite a departure from Shelley's version. The author illustrates through text and photographs the many adaptations of the story that have been produced for the theatre, movies, and TV.

These books come in both hard and softcover with 47 pages and approximately 5,000 total words in 12 point type. The books measure 8″ × 10″ and contain numerous full and partial page black and white photographs from the actual films.

Supplementary Material Read Along Cassettes for 6 of the titles present the text in its entirety.

Evaluation There is no doubt of the enduring appeal of monsters and horror movies. Reluctant readers should enjoy reading about these awesome creatures and their dastardly deeds. If the relatively large size of the books and print would turn off some older readers, the intriguing photographs should be enough to entice them. The vocabulary used is appropriate for the subject matter, and the language, although not terribly sophisticated, is lighthearted and unselfconscious enough to be quite palatable.

Materials *Frankenstein, Mad Scientists, Dracula, Godzilla, King Kong, The Wolf Man, Frankenstein Meets Wolfman, Creature from the Black Lagoon, The Mummy, It Came from Outer Space, The Deadly Mantis, The Blob, The Invisible Man, The Murders in the Rue Morgue, The Phantom of the Opera*

Series of 15 hardcover bindings

Series of 12 softcover bindings

6 Read Along Cassettes

A SIMILAR SERIES BY CRESTWOOD HOUSE

MONSTER MOVIES

Publication Date	1985	**Reading Level**	3-5
Authors	William Sanford, Carl Green	**Interest Level**	3 and up
Category	Horror		

Description and Evaluation The 12 books in this series retell the scripts of monster movies in narrative form with some history or background information provided in a brief prologue. Each title is divided into chapters with headings such as "The Curse Still Lives" and "Ygor's Plan" (from *The Ghost of Frankenstein*).

Unless the reader has seen the movie, missing information may be confusing. A bit of elaborative information would have been helpful for readers in these instances. On the whole, however, these condensed versions do a good job of presenting visual dramatizations in narrative fashion.

These hardcover books measure 6″ ×9″ and are 48 pages long, with approximately 4,200 words in 12 point type. Each book contains 20 to 25 high quality, black and white promotional photographs that aid readers' understanding.

Materials

Black Friday, Bride of Frankenstein, Dracula's Daughter, Ghost of Frankenstein, The Mole People, The Raven, Tarantula, Werewolf of London, The Black Cat, House of Fear, The House of the Seven Gables, The Revenge of the Creature

12 hardcover bindings

WILDLIFE

Publisher	Crestwood House, 1984, 1987	**Reading Level**	5-6
Authors	Various Authors	**Interest Level**	4-8
Categories	Animals, Wildlife		

Description Each of the 36 books in this series focuses on a particular species of animal, describing its physical characteristics along with its habits, habitat, survival techniques, and the role man plays in the future of the species. For example, in *The Foxes*, the introduction relates a true incident illustrating the fox's reputation for cunningness. Chapters 1 and 2 take a closer look at the fox, describing its most outstanding characteristics, its enemies, and its habits of hunting and raising a family. Chapters 3 through 6 describe the 4 main types of North American foxes. The last chapter is devoted to discussing the fox's future as a species and how the reader might best go about seeing a fox in the wild.

These hardcover, 40 page books contain approximately 7,500 total words in 12 point type. Each title contains 4 to 6 chapters, an introduction, a table of contents, a map, an index/glossary, and approximately 20 color photographs. The books measure 6″ ×9″.

Supplementary Material None

Evaluation Although elementary students are the target audience for this series, and the tone and format are consistent with that intent, the subject matter is presented in such a clear, concise, and unified manner we can recommend this series for junior high teachers looking for easy to read expository material, particularly in the life sciences. The authors have done an excellent job providing sufficient elaboration of information to make it both understandable and memorable. Vivid color photographs add to each volume's interest and appeal. In addition, students may find the animal distribution maps and the index/glossary included in each book helpful tools.

Materials *The Alligator, The Badger, The Bald Eagle, The Bats, The Beaver, The Bison, The Black Bear, The Canada Goose, The Caribou, The Cobra, The Coyote, The Elk, The Foxes, The Gorilla, The Great White Shark, The Grizzly, The Humpback Whale, The Mallard, The Moose, The Peregrine Falcon, The Pheasant, The Polar Bear, The Porcupine, The Pronghorn, The Raccoon, The Rattlesnake, The Sheep, The Snow Goose, The Squirrel, The Walrus, The Water Buffalo, The Whitetail, The Wild Boar, The Wild Cats, The Wild Horses, The Wolves* (copyright 1984)

36 hardcover bindings

Additional Titles *The African Lion, The Asiatic Elephant, The Bottlenose Dolphin, The Elephant Seal, The Giant Panda, The Giraffes, The Koala, The Orangutan, The Ostrich, The Pelicans, The Striped Skunk, The Tarantulas* (copyright 1987).

12 hardcover bindings

A SIMILAR SERIES BY CRESTWOOD HOUSE

WORKING DOGS

Publication Date	1985	**Reading Level**	5-6
Authors	Various Authors	**Interest Level**	5 and up
Category	Animals		

Description These books describe dogs that work for a living, opening with a narrative about a particular dog performing its job. Subsequent chapters discuss the history of that type of working dog, the breeds used, and the equipment and training needed for the job they perform.

Each 32 page book has approximately 6,500 total words in 12 point type and 20 to 25 full color and black and white photographs.

Materials *Guide Dogs, Hearing Ear Dogs, Law Enforcement Dogs, Military Dogs, Search and Rescue Dogs, Sled Dogs, Stunt Dogs, Watch/Guard Dogs*

8 hardcover bindings

EASY-TO-READ CLASSICS

Publisher	EMC Publishing, 1980	**Reading Level**	3-6
Authors	Various Authors	**Interest Level**	6 and up
Category	Classics		

Description The 8 books in this series are adapted classics, shortened and simplified for less able readers. Illustrations of selected words and phrases appear throughout the text. For instance, in *Tom Sawyer*, a drawing of a pair of spectacles appears on page 5 along with the word "spectacles." Definitions of words and phrases from the text are given at the bottom of each page. For example, on page 27 in *The Call of the Wild*, the phrase "a total of nine" is defined as "nine in all." Listed at the end of each chapter are 3 to 8 questions to check comprehension.

These softcover, 45 to 120 page books contain 6,000 to 22,000 total words in 9 or 11 point type. The books measure 5″ × 8″, and each contains a cover illustration and several black and white line drawings throughout the text.

Supplementary Material A Teacher's Guide for each book includes background information on the book and the author and answers for the comprehension and discussion questions covering the entire book.

Evaluation These books appear to be carefully conceived adaptations. Ample dialogue and individual scene development help to retain the flavor and style of the original. However, the vocabulary selected for definition on each page and the definitions themselves often seem questionable. The following two examples are from *Dr. Jekyll and Mr. Hyde*. "If I don't ask the name of the other party, it is because I know it." *Party* is defined as "side, here: person." And, "What he read was the will of Dr. Jekyll." *Will* is defined as "last will or testament." Defining an unknown word with the same word and one more difficult seems less than useful.

All in all, however, the stories are coherently written, and sufficient detail has been provided to help make the text comprehensible.

Materials *The Speckled Band, The Bottle Imp, Tom Sawyer, Black Peter/ The Red-Headed League, The Call of the Wild, The Hound of the Baskervilles, Treasure Island, Dr. Jekyll and Mr. Hyde*

8 softcover bindings

8 Teacher's Guides

ENCOUNTER

Publisher	EMC Publishing, 1979, 1982	**Reading Level**	3-5
Authors	Paul Kropp, Donald Carline, Martyn Godfrey, John Ibbitson	**Interest Level**	7 and up
Category	Contemporary Fiction		

Description The 20 books in this series fictionalize teenage problems with which adolescents are familiar, either through the media or, in some instances, personal experience. Drugs, child abuse, shoplifting, suicide, alcoholism, teenage pregnancy, and gang wars are some of the problems addressed. For instance, in *Gang War*, an unlikely fivesome who call themselves the Saints hang together as a surrogate family. When one of their members is threatened by another gang called the Punks, the Saints challenge the Punks to a fight.

These softcover, 90 page books contain approximately 19,000 total words in 12 point type. The text is divided into 9 to 12 chapters without titles. The books measure 5″×9″ and contain a color photograph on the cover and approximately 30 black and white drawings scattered throughout the text.

Supplementary Material Teacher's Guide, Student Workbook, and Read-Along Cassette. The Teacher's Guide includes a chapter by chapter synopsis, vocabulary lists, teaching ideas, background articles, related projects, and workbook answer keys for each title. The Student Workbook contains skill activities for comprehension, word attack, vocabulary development, and writing.

Evaluation With the exception of *The Wimp*, which is an engagingly lighthearted treatment of adolescent image anxiety, the novels in this series deal with rather heavy issues that young readers may or may not find entertaining. However, the language and syntax are mature; plots and characters are developed satisfactorily; and, although the 12 point type may give these novels a somewhat babyish look, these attractively packaged books may serve a teacher well with a number of students in various settings.

Materials *Fire! Fire!, Ice Hawk, Take Off, The Wimp, Micro Man, The Beast, Spin Out, Amy's Wish, Gang War, Wild One, Snow Ghost, Baby, Baby, Dead On, Dirt Bike, No Way, Hot Cars, Burn Out, Dope Deal, Runaway, Fair Play*

20 softcover bindings

20 Teacher's Guides

20 Read-Along Cassettes

DOOMSDAY JOURNALS

Publisher	Fearon Education, David S. Lake Publishers, 1982	**Reading Level**	3-4
		Interest Level	7 and up
Author	Dudley Bromley		
Category	Disasters		

Description The Doomsday Journals, 6 titles in all, deal with catastrophic events – earthquakes, epidemics, atomic blasts, comets, and environmental pollution. In *The Lost Valley*, a secret scientific expedition to Antarctica discovers a tropical valley hidden under a dense cloud cover. The area, teaming with prehistoric life, is believed to have been spawned by a new volcano. Shortly after the expedition flies out of the area, a huge earthquake hits the valley and explodes, melting much of the ice in the Antarctic.

These softcover books of about 75 pages each contain approximately 15,000 total words in 9 point type and are divided into 8 to 12 chapters. There are no illustrations except one black and white photo on the cover.

Supplementary Material Teaching Notes and Skillbuilder Workbooks. Teaching Notes are 2 sided sheets that contain a brief introduction to the series, information on the data used in selecting a core vocabulary for the series and evaluating the series' readability, and an explanation of the Skillbuilder Workbooks. The Teaching Notes also include a plot summary for each story and answers for the exercises in the Skillbuilder Workbooks. The Skillbuilder Workbooks are 2 folded and stapled sheets of paper containing 18 questions and 10 exercises. The workbooks include recall questions for each chapter and exercises on using context clues in identifying vocabulary, finding the main idea, making inferences, predicting events, and drawing conclusions.

Evaluation These stories carry enough intrigue and action for readers to overlook the sometimes preposterous situations. Also, colorful adult characters and international settings add to the stories' appeal. For the most part, the language and syntax are on a mature level. Occasionally, however, definitions of potentially troublesome words are included in the narrative. Besides interrupting the story's flow, these insertions lend an unsophisticated quality to the text. Sometimes, possibly to keep length down, detail necessary to lend credibility to the story often is not included. For example, in *The Lost Valley*, we are not told how expedition members are clothed to keep them from freezing in -104° temperatures. Perhaps these omissions could be used as the impetus for a critical reading lesson.

Materials *The Lost Valley, Fireball, Final Warning, The Seep, Bedford Fever, Comet!*

6 softcover bindings

6 Teaching Notes

6 Skillbuilder Workbooks

FASTBACKS

Publisher	Fearon Education, David S. Lake Publishers, 1984-1987	**Reading Level**	4-5
		Interest Level	7 and up
Authors	Various Authors		
Category	General Fiction		

Description These pocket sized books come in 7 different sets: Sports, Science Fiction, Romance, Crime/Detection, Spy, Horror, and Mystery. The series features 74 titles. For the most part, protagonists tend to be young adults or in their upper teens. Plots are fast packed and involve situations likely to appeal to most adolescent readers. For example, in *Beginner's Luck* (Crime/Detection series), 19 year old Joyce Walther, a budding mystery writer and novice sleuth, unravels a crime in which she herself is the victim.

These softcover, 30 page books contain approximately 4,500 total words in 10 point print and measure $4\frac{1}{4}'' \times 5\frac{1}{2}''$. The booklets contain no illustrations except for the color cover photo.

Supplementary Material Small cards called Fastback SkillChecks contain 8 or 9 questions that test comprehension. Several more questions that challenge critical and creative thinking are on the flip side of the cards. For example, on 1 SkillChecks card the reader is asked, "Which character (or characters) in the story did you think was most likable or interesting? What was it about the character that made him or her special? Was there a character (or characters) you did not like? Explain why." There is 1 pack of cards for each series – 1 card per title plus answer key.

Evaluation These well written short stories, colorfully packaged as individual books, should entice even the most reluctant reader. Stories are developed sufficiently yet are short enough for less able readers to finish in a reasonable amount of time. Vocabulary and sentence structure, although not difficult, are natural sounding and appropriate for the material. Plots move quickly, and most protagonists are sympathetic and of the take charge variety. There are enough new twists to old themes to keep readers turning pages. Highly recommended pleasure reading.

Materials Spy Series, Crime/Detection Series, Science Fiction Series, Sports Series, Romance Series, all with 10 titles each; Horror Series and Mystery Series with 12 titles each

74 softcover bindings

74 SkillChecks

A SIMILAR SERIES BY FEARON EDUCATION

DOUBLE FASTBACKS

Publication Date	1987	**Reading Level**	4-5
Authors	Various Authors	**Interest Level**	7 and up
Category	General Fiction		

Description and Evaluation These books follow the same formats and the same reading and interest levels as the Fastbacks, but the stories are twice as long—60 pages, 9,000 total words. The series includes: Mystery, Romance, Horror, Sports, and S.O.S. (Strange Occurrence Squad—the government's secret weapon against forces that no one will admit exist.)

The Double Fastbacks provide the same fast paced plots and appealing characters as the Fastbacks, but offer more of a reading challenge and reward with their added length.

Material Romance, Horror, Mystery, and Sports Series (10 titles each); S.O.S. Series (4 titles)

44 softcover bindings

FLASHBACKS

Publisher	Fearon Education, David S. Lake Publishers, 1987	**Reading Level**	4-5
		Interest Level	7 and up
Authors	Various Authors		
Category	Historical Fiction		

Description These pocket size books come in 3 different sets of 10 titles each – Flashback War Series, Disaster Series, and Sports Series. The books dramatize historical events relating to military landmarks, well known disasters, and sporting events. For instance, in the Flashback War Series book *Ace Bradley*, the protagonist enlists in WWI, becomes a pilot, and sees action with historical figure Eddie Rickenbacker; in the Disaster Series title *Quake 8.1*, the main character gives aid to the victims of the 1985 earthquake in Mexico City; and in the Sports Series title *The Bet*, a sports photographer covers the 1973 Billie Jean King/Bobbie Riggs match.

These softcover, 30 page books contain 4,000 to 5,000 total words in 10 point type. The books measure 4″ ×6″ and, except for the color cover illustration, contain no pictures or photographs. At the conclusion of each story, 2 pages are devoted to providing facts on which the stories are based.

Supplementary Material Notecards called Flashback SkillChecks contain questions which test comprehension. There is 1 pack of cards for each series – 1 card per title plus an answer key.

Evaluation Experiencing a historical event through the senses of a sympathetic protagonist should make that event come alive for readers, especially boys, as the central characters in the Flashback series tend to be males. The literary quality of each story varies, but on the whole authors have been sensitive to maintaining consistency in viewpoint, developing believable characters, and providing sufficient elaborative information to pull readers into the historical setting. Vocabulary and syntax used are appropriate for the material. The stories are suspenseful and dramatic. By the time readers have finished with the narrative, their curiosity should be piqued to want to read the Facts section included at the end of each selection.

These pamphlet like books are attractively packaged, small enough to hold in one hand, and short and compelling enough to read in one session.

Materials Flashback Sports Series (20th century sporting events such as the Super Bowl, Triple Crown racing, 1936 Olympics, and the Indy 500)

Titles *The Bet, The Boys of Winter, Double the Glory, The End of a Streak, The Gold Jump, A Hard Driving Lady, The One Woman Team, The Super Upset, The Thriller in Manila, The Triple Crown Duel*

Flashback Disaster Series (infamous calamities such as the 1910 Idaho fire, Mexico City earthquake, Titanic disaster, and Johnstown flood)

Titles *Big Top Tragedy, Black Sunday, Braving a Blizzard, Deadly Torrent, Destruction at Dawn, Dreams of Fire, Idaho Inferno, Quake 8.1, Ship of Doom, Twister*

Flashback War Series (military landmarks such as Pearl Harbor, Gettysburg, Argonne Forest, and Inchon)

Titles *Ace Bradley, Attack on Pearl Harbor, A Brave Act, The British Are Coming, Gettysburg Messenger, Guns for the General, In a Combat Zone, The Lost Battalion, U.S.S. Indianapolis, Victory at Inchon*

30 softcover bindings

30 SkillChecks

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GALAXY 5

Publisher	Fearon Education, David S. Lake Publishers, 1979	**Reading Level**	2-3
		Interest Level	6 and up
Author	Leo P. Kelly		
Category	Science Fiction		

Description The 6 books in this series tell of the adventures of the spaceship Voyager and its crew, whose mission is to establish a colony of humans on a planet in Galaxy 5. Of the 4 main characters, 2 are astronauts, 1 is a colonist, and 1 is the spaceship itself. Voyager talks, interacts with the crew members, and even prepares meals. The first book in the series explains how astronauts Ellen Drake and Steve Estrada get started on their space adventure. The second explains how Don Chadrow is added to the crew, and the remaining books tell of other adventures along the way. For example, in *Where No Sun Shines* the crew is sabotaged by a spaceship that has sent out a distress call. The strange captain of this enemy vessel imprisons Estrada and Chadrow and forces Ellen Drake to fly Voyager to the planet Zandar, where he plans to sell the crew members to the giant Zandrans as pets.

These softcover books are 60 pages long and contain approximately 12,000 total words in 11 point type. The text is divided into 6 or 7 chapters. The books measure 5″ × 7″ and have 1 cover illustration and about 10 black and white drawings throughout the text.

Supplementary Material Teaching Notes, Skillbuilder Workbooks, and DramaTape Cassettes. Teaching Notes are 2 sided sheets that contain a brief introduction to the series, information on the data used in selecting a core vocabulary for the series and evaluating the series' readability, and an explanation of the Skillbuilder Workbooks. The Teaching Notes also include a plot summary for each story and answers for the exercises in the Skillbuilder Workbooks. The Skillbuilder Workbooks are 2 folded and stapled sheets of paper containing 18 questions and 10 exercises. The workbooks include recall questions for each chapter and exercises on using context clues in identifying vocabulary, finding the main idea, making inferences, predicting events, and drawing conclusions. The DramaTape Cassettes dramatize the first 2 chapters of each of the books.

Evaluation The publishers have suggested a grade 6 to 12 interest level for this series, but because of the 11 point type and the rather unsophisticated characters and dialogue, this series would seem more appropriate for elementary students. However, the stories are coherent, and the author has provided sufficient background information for readers to comprehend the

futuristic situations and settings. Teachers should be aware that, although the tone is light, there is a certain amount of violence in these stories. Books also need to be read sequentially.

Materials *On the Red World, Vacation in Space, King of the Stars, Dead Moon, Where No Sun Shines, Good-Bye to Earth*

6 softcover bindings

6 Teaching Notes

6 Skillbuilder Workbooks

6 DramaTape Cassettes

A SIMILAR SERIES BY FEARON EDUCATION

SPACE POLICE

Publication Date	1979	**Reading Level**	2-3
Author	Leo P. Kelly	**Interest Level**	4-8
Category	Future/Contemporary		

Description and Evaluation Although the 6 stories in this series are set in the future, many of the issues seem to be contemporary. Space Police characters deal with problems of aging, prejudice, capital punishment, career disappointments, and even the disastrous results of piloting Air Cars while under the influence of alcohol. Protagonists are young adult humans and aliens. Plots are exciting, but as with the Galaxy 5 series, immature syntax lends an unnatural quality to the writing.

Books are 56 to 60 pages long with 10,000 to 12,000 total words in 11 point type. The text is divided into 6 to 8 chapters. The books measure 5″ × 7″, have a color illustration on the cover, and approximately 8 black and white drawings throughout the text.

Supplementary Material Same as Galaxy 5 except no DramaTape Cassettes

Materials *Death Sentence, Prison Satellite, Backward in Time, Earth Two, Worlds Apart, Sunworld*

6 softcover bindings

6 Teaching Notes

6 Skillbuilder Workbooks

LAURA BREWSTER BOOKS

Publisher	Fearon Education, David S. Lake Publishers, 1980	**Reading Level**	2-3
		Interest Level	6 and up
Author	Lisa Eisenberg		
Category	Mystery		

Description Each of the 6 books in this series revolves around young insurance investigator Laura Brewster. Dressed in jeans and munching on peanuts, the unconventional investigator travels all over the world for the Atco Insurance Company, solving mysteries that involve some aspect of insurance fraud. For example, in *Tiger Rose*, Laura, posing as a stable hand, goes to Mexico to investigate the deaths of 3 valuable race horses insured by Atco.

These softcover books are approximately 60 pages long and contain about 12,000 total words in 10 point type. The text is divided into 8 to 10 chapters. The books measure 5″ × 7″ and have one cover illustration and several small black and white drawings throughout the text.

Supplementary Material Teaching Notes and Skillbuilder Workbooks. Teaching Notes are 2 sided sheets that contain a brief introduction to the series, information on the data used in selecting a core vocabulary for the series and evaluating the series' readability, and an explanation of the Skillbuilder Workbooks. The Teaching Notes also include a plot summary for each story and answers for the exercises in the Skillbuilder Workbooks. The Skillbuilder Workbooks are 2 folded and stapled sheets of paper containing 18 questions and 10 exercises. The workbooks include recall questions for each chapter and exercises on using context clues in identifying vocabulary, finding the main idea, making inferences, predicting events, and drawing conclusions.

Evaluation To solve a mystery with multiple suspects in 12,000 words is a feat unto itself. But insurance investigator Laura Brewster manages to do so—and do so with some panache.

For the most part, the vocabulary and sentence structure used is appropriate for the target audience. Background information is provided where it is necessary for understanding character, setting, or plot. Although the dialogue at times sounds unnatural and the manipulative hand of the author is often visible, these mysteries should carry enough intrigue to keep young readers guessing (and reading) until the end.

Materials *Fast Food King, Golden Idol, Tiger Rose, Falling Star, Killer Music, House of Laughs*

6 softcover bindings

6 Teaching Notes

6 Skillbuilder Workbooks

PACEMAKER CLASSICS

Publisher	Fearon Education, David S. Lake Publishers, 1967-1987	**Reading Level**	2-3
		Interest Level	5 and up
Authors	Various Authors		
Category	Classics		

Description The series includes 16 titles by well known authors. The books have been abridged to make these classic tales available to less able readers. Most of the volumes include a brief introduction, which provides some interesting and valuable background information. The majority of the classics chosen are of the adventure variety, such as *Robinson Crusoe*, *The Three Musketeers*, and *Treasure Island*.

These softcover books range from 70 to 90 pages with approximately 16,000 to 20,000 total words in 11 point type. The text is divided into 10 to 14 chapters without titles. The books measure 5¼″ × 8″ and contain 11 to 20 pen and ink illustrations.

Supplementary Material Pacemaker Classics SkillChecks (a package of cards with comprehension checks, 1 card per title, plus answer key), Teacher's Guide for each title, and sound filmstrips for 8 titles (*The Jungle Book, The Last of the Mohicans, The Moonstone, Robinson Crusoe, A Tale of Two Cities, Treasure Island, 20,000 Leagues under the Sea, Two Years before the Mast*)

Evaluation Although much of the original language and depth of development in characterization, theme, and plot have been sacrificed in the simplified retelling of these classics, they provide a vehicle by which less able readers can become familiar with these enduring stories. Because of the length restriction, individual scene development and dialogue are kept to a minimum; however, for the most part, authors have been faithful to the original author's tone and story line.

Sentence structure is natural sounding, but complex enough to convey the meaning of the text. In most cases, vocabulary has been modified and sufficient elaborative information provided to make the material understandable. The introduction serves to familiarize the reader with content as well as to provide useful background knowledge.

Materials *The Three Musketeers, Great Expectations, Jane Eyre, The Deerslayer, Dr. Jekyll and Mr. Hyde, The Time Machine, Tom Sawyer, Frankenstein, The Jungle Book, The Last of the Mohicans, The Moonstone, Robinson Crusoe, A Tale of Two Cities, Treasure Island, 20,000 Leagues under the Sea, Two Years before the Mast*

16 softcover bindings
16 Teacher's Guides
16 SkillChecks
8 sound filmstrips

SPECTER

Publisher	Fearon Education, David S. Lake Publishers, 1979	**Reading Level**	2-3
		Interest Level	5-8
Author	Anita Jackson		
Category	Supernatural		

Description The 8 stories in this series deal with mysterious phenomena – unexplainable happenings, ghosts, and psychic power. For example, in *The Ear*, a young artist, thinking himself to be Vincent Van Gogh, cuts off his ear, mails it to a friend, and then kills himself. The friend does everything in her power to get rid of the ear, but it keeps returning – knocking on doors, throwing itself against windows, and hiding in closets until the woman is half out of her mind. Finally, hoping to rid herself of this pesky, persistent ear once and for all, she flies to France to bury it in Vincent Van Gogh's grave.

These softcover books range from 25 to 68 pages, contain 3,500 to 15,000 total words in 11 point type, and measure 5″ × 7″. The text is divided into 8 to 12 chapters. Books have 1 cover illustration, which also appears in puzzle form. At the beginning of each chapter, 1 new puzzle piece is filled in with each succeeding chapter so that by the last chapter, the illustration is complete.

Supplementary Material Teaching Notes and Skillbuilder Workbooks. Teaching Notes are 2 sided sheets that contain a brief introduction to the series, information on the data used in selecting a core vocabulary for the series and evaluating the series' readability, and an explanation of the Skillbuilder Workbooks. The Teaching Notes also include a plot summary for each story and answers for the exercises in the Skillbuilder Workbooks. The Skillbuilder Workbooks are 2 folded and stapled sheets of paper containing 18 questions and 10 exercises. The workbooks include recall questions for each chapter and exercises on using context clues in identifying vocabulary, finding the main idea, making inferences, predicting events, and drawing conclusions.

Evaluation Since strange, unexplainable events are often of interest to adolescents, they may find these books enjoyable, easy reading. However, the quality of the books is uneven. The protagonists are young adults with whom the young reader would be prepared to empathize. However, in a number of the stories, short, choppy sentences make the language sound stilted and immature. Rather than letting characters advance the story line by their words and actions, the author too often tells what happens, thus robbing the narrative of some of its immediacy. In a few of the stories, the events are so farfetched as to test even the most imaginative student's ability to suspend disbelief.

Materials *Dreams, A Deadly Game, The Ear, ZB4, Homecoming, The Actor, '57 T-Bird, No Rent to Pay*

8 softcover bindings

8 Teaching Notes

8 Skillbuilder Workbooks

A SIMILAR SERIES BY FEARON EDUCATION

SUPER SPECTER

Publication Date	1986	**Reading Level**	3-5
Authors	Various Authors	**Interest Level**	6 and up
Category	Supernatural		

Description and Evaluation In the 6 titles in this series, all but 1 of the protagonists are young adults who become involved with other-world powers. In *The Man Who Couldn't Come Clean*, the young protagonist witnesses a curse cast on his best friend and tries to deal with the pain and alienation the curse ultimately brings to everyone involved.

Students interested in the bizarre will enjoy these intriguing page turners. Plots move along quickly with appropriately mature syntax and vocabulary. For the most part, protagonists are ordinary young adults who become entangled with the macabre—black magic, ghosts, precognition. Some of the events are rather outlandish, but all in all, these stories provide entertaining reading.

These softcover books range from 73 to 91 pages with 15,000 to 18,000 total words in 9 point type. The text is divided into 7 to 9 chapters. The books measure 4″ × 7″ and contain no illustrations except for the full color cover drawing.

Supplementary Material Same as Specter Series

Materials *The Man Who Couldn't Come Clean, A Guest from the Grave, The Lost One, A Game of Revenge, Sometimes Nightmares Are Real, Maze of Terror*

6 softcover bindings

6 Teaching Notes

6 Skillbuilder Workbooks

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SPORTELLERS

Publisher	Fearon Education, David S. Lake Publishers, 1981	**Reading Level**	2-4
		Interest Level	6 and up
Authors	Various Authors		
Category	Sports Stories		

Description The 8 stories in this series each focus on a particular sport, giving a fictionalized account of the training, fears, frustrations, joys, and victories of individual athletes. For instance, in *Catch the Sun*, Deena LaSalle is a professional architect and long distance runner who dreams of running in a marathon. Deena, in trying to keep a balance between her job and running, learns that what makes a person succeed with one is often the quality that makes it possible to succeed with the other. In *A Stroke of Luck*, protagonist Jan Fisher, Olympic swimmer and gold medalist, learns that although it isn't possible to stay number 1 forever, there are rewards on the journey to that discovery.

These softcover books are 60 pages long with approximately 12,000 total words in 10 point type. The text is divided into 8 to 12 chapters. The books measure 5″×7″ and have a color illustration on the cover and about 5 black and white drawings throughout the chapter.

Supplementary Material Teaching Notes and Skillbuilder Workbooks. Teaching Notes are 2 sided sheets that contain a brief introduction to the series, information on the data used in selecting a core vocabulary for the series and evaluating the series' readability, and an explanation of the Skillbuilder Workbooks. The Teaching Notes also include a plot summary for each story and answers for the exercises in the Skillbuilder Workbooks. The Skillbuilder Workbooks are 2 folded and stapled sheets of paper containing 18 questions and 10 exercises. The workbooks include recall questions for each chapter and exercises on using context clues in identifying vocabulary, finding the main idea, making inferences, predicting events, and drawing conclusions.

Evaluation Even readers who are not sports enthusiasts will enjoy these stories that reveal the many-faceted life of an athlete. The stories show that, although they sometimes are, athletes do not need to be professionals, Olympic contenders, or always winners.

The authors have used language that is appropriately mature for the intended audience. Vocabulary and sentence structure are natural sounding without being particularly difficult or complex. The stories are long enough for sufficient plot and character development, yet short enough to finish reading in a reasonable amount of time.

For the most part, the stories are well written. However, sometimes the authors have oversimplified issues and characters. For example, characters

in a few of the titles appear to be Anglo-Saxons with minority tags. Also, occasional shifts in viewpoint may confuse readers. On the whole, however, these stories provice compelling, worthwhile reading.

Materials *Play Off, Race to Win, Strike Two, Catch the Sun, Foul Play, Stroke of Luck, High Escape, Fear on Ice*

8 softcover bindings

8 Teaching Notes

8 Skillbuilder Workbooks

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TALESPINNERS

Publisher	Fearon Education, David S. Lake Publishers, 1981	**Reading Level**	3-5
		Interest Level	7 and up
Authors	Various Authors		
Category	Adventure		

Description This series of 8 titles offers an eclectic collection of settings, characters, and plots. Most of the protagonists are young adults with a mystery to solve or problem to overcome. For example, in *The Golden God*, 2 student archaeologists and their professor uncover a golden statue during a dig in Kalim. Soon after their discovery, the existing government is overthrown by rebels and the 3 must flee the country across the treacherous deserts with their bounty. In *Johnny Tall Dog*, Johnny, whose father is a Sioux chief and whose mother a white woman, is raised by his mother among whites in the East. After his mother dies, Johnny returns to the reservation. The story is set in the time of Custer, but with the advantage of present day hindsight, the author is able to create a sympathetic character torn between two cultures.

These softcover books are approximately 75 pages long with 16,000 total words in 10 point type. The text is divided into 8 to 16 chapters. The books measure 4″ × 7″ and have a color illustration on the cover and 1 black and white drawing just before the first chapter.

Supplementary Material Teaching Notes and Skillbuilder Workbooks. Teaching Notes are 2 sided sheets that contain a brief introduction to the series, information on the data used in selecting a core vocabulary for the series and evaluating the series' readability, and an explanation of the Skillbuilder Workbooks. The Teaching Notes also include a plot summary for each story and answers for the exercises in the Skillbuilder Workbooks. The Skillbuilder Workbooks are 2 folded and stapled sheets of paper containing 18 questions and 10 exercises. The workbooks include recall questions for each chapter and exercises on using context clues in identifying vocabulary, finding the main idea, making inferences, predicting events, and drawing conclusions.

Evaluation Mystery, intrigue, and action are the hallmarks of the Talespinners Series. Due to the constraints of length and a limited vocabulary, these stories lack some of the depth of less restricted volumes, but on the whole, Talespinners authors have done a fine job of creating characters that are interesting, believable, and at times well drawn. For the most part, the prose is natural sounding, the vocabulary appropriate for the material, and sufficient elaborative information has been provided to make the text understandable.

Materials *Better Than New, The Joker, Man in the Cage, The Golden God, Balloon Spies, Dream Pirate, Death Angel, Johnny Tall Dog*

8 softcover bindings

8 Teaching Notes

8 Skillbuilder Workbooks

A SIMILAR SERIES BY FEARON EDUCATION

SOUTH CITY COPS

Publication Date	1984	**Reading Level**	3-4
Author	Lisa Eisenberg	**Interest Level**	6 and up
Category	Adventure		

Description and Evaluation This series of 6 titles is written in journal type format with the added challenge of a shift in points of view. At the beginning of each chapter, in bold type, we see the story unfold from the victim's and/or criminal's point of view. In the remainder of the chapter, the action is viewed through the eyes of the series' protagonists, South City Cops Eddy Hall and Kate Brightwater.

This scene shift type narrative is reminiscent of television series scripts. Action is fast paced, and there is a lively ongoing banter between the two officers that young readers should find appealing.

The books are 74 pages long with approximately 15,000 total words in 10 point type. The text is divided into 10 to 12 chapters. The books measure 4″ × 7″ and have a color illustration on the cover.

Supplementary Material Same as Talespinners

Materials *Hit Man, The Payoff Game, On the Run, Murder behind the Wheel, Break-In, and Kidnap*

6 softcover bindings

6 Teaching Notes

6 Skillbuilder Workbooks

MYTHS AND FOLK TALES

Publisher	Globe Book Company, 1980	**Reading Level**	2-4
Authors	Various Authors	**Interest Level**	6 and up
Categories	Myths, Folk Tales		

Description This series consists of 4 texts, each presenting an assortment of myths, tales, legends, and famous folk characters drawn from familiar stories as well as novels. Representative selections include *King Midas and the Golden Touch, Ulysses and the Cyclops, Cupid and Psyche*, and *The Pied Piper of Hamlin*, with additional tales from all over the world. In *Myths and Folk Tales around the World*, readers can choose from 48 short stories depicting themes addressing the desires, dreams, and flaws basic to all people. In some cases, the original fable or legend has been adapted to simplify thematic constructions.

Each softcover text is approximately 370 pages in length, with 80,000 total words in 10 point type. The books measure 8″ × 5″. Black and white illustrations and photos depicting characters from the stories appear sparingly throughout the books.

Supplementary Material A Teacher's Manual that provides answers to the exercises that accompany each story is available.

Evaluation The themes portrayed in these myths, tales, legends, and folklore should intrigue a wide range of students. These short, interesting selections should give students an enjoyable reading experience. Presumably, the presentation of legends and lore with condensed thematic elements will stimulate students' interest and establish a degree of background knowledge that would facilitate the presentation of the more exacting versions of these legends and lore. Skill building exercises, found at the end of the books, assess comprehension, allow for interpretations, and provide thought provoking questions at an inferential level to elicit discussion Attention also is given to context for the difficult vocabulary with "Words We Need to Know" preceding each unit.

Materials *Myths and Folk Tales around the World, The Magnificent Myths of Man, Legends for Everyone, American Folklore and Legends*

4 softcover bindings

Teacher's Manual

TOM AND RICKY MYSTERY SERIES, THE ROAD ACES, LIFE LINE SERIES, MEG PARKER MYSTERY SERIES, SCOOP DOUGAN AND SKIP MALONE, HIGH ADVENTURES, 9-5 SERIES, MAIN STREET BOOKS, PERSPECTIVE NOVELS, YOU ARE SERIES

Publisher	High Noon Books, 1984	**Reading Level**	1-4
Authors	Various Writers	**Interest Level**	3-6
Category	Mystery		

Description The 10 series published by High Noon Books are designed for remedial readers, for students with learning disabilities, and for students enrolled in English as a second language courses. Thematically, these books generally portray teenage youth in scenarios of intrigue, adventure, and romance. In *Hot Cargo*, for example, 3 teenagers who obtain summer jobs as stevedores witness the theft of cargo destined for a museum. In pursuit of the thieves, the youths discover that the stolen cargo contained illegal drugs. The teenagers are endangered when 1 of the thieves poses as a policeman and asks the teenagers to accompany him to the museum to identify the stolen property. At the museum, the ruse is discovered. The teenagers' lives are threatened, but they overpower their captors and summon the police.

The softbound books measure 7" ×5", are set in 10 or 11 point type, are approximately 45 pages in length, and contain 2,500 to 7,000 total words. Four or 5 black and white illustrations appear throughout each book.

Supplementary Material Workbooks that stress word attack and literal level comprehension skills are available for each of the 10 series. These workbooks generally present 4 to 5 pages of skill instruction for each of the series' titles.

Evaluation The thematic elements of these titles are of interest to most students in the specified interest range. Although the themes themselves are appropriate, the language communicating these themes often tends to be contrived. Moreover, the illustrations in the text, as well as on the cover of each title, are more appropriate for students of age groups below the specified interest level. While the limitations of the language in these books may lessen their appeal to many students, it should be noted that those titles that purport to reflect primary grade readabilities would be useful for students of all ages who are enrolled in English as a second language classes or students who may have limited language experiences. Those titles that

reflect first and second grade reading levels are particularly suitable for students in fourth through seventh grades.

Materials *Tom and Ricky Mystery Series, The Road Aces, Life Line Series, Meg Parker Mystery Series, Scoop Dougan and Skip Malone, High Adventures, 9-5 Series, Main Street Books, Perspective Novels, You Are Series*

10 softcover bindings

SUNDOWN BOOKS

Publisher	New Readers Press, 1979-1984	**Reading Level**	3-4
Authors'	Various Authors	**Interest Level**	5 and up
Category	Fiction		

Description The 14 books in this series concern an issue or problem a young adult protagonist tries to overcome. For example, in *Just Once*, the young wife of an abusive, alcoholic husband learns she is able to take charge of her life. In *Ben's Gift*, a young man with cerebral palsy discovers that with a little help from a few friends he can make it on his own. *In and Out Windows* portrays a young woman learning to deal with her schizophrenia. With the exception of 3 historical novels, *Along the Gold Rush Trail*, *The Freedom Side*, and *Last Chance for Freedom*, the stories in this series have contemporary settings.

These softcover, 64 page books contain approximately 12,000 total words in 10 point type with the text divided into 9 to 17 chapters without titles. The books measure 5″×7″. Each has a color cover illustration and approximately 10 black and white pencil or pen and ink drawings scattered throughout.

Supplementary Material Supplementary material includes Study Guides for students and Teaching Guides. Study Guides are 16 pages of exercises dealing with comprehension, vocabulary, and literal understanding. The Teaching Guide is a 4 page booklet providing a plot synopsis, suggestions for additional vocabulary work and follow up activities, and an answer key for each title.

Evaluation The quality of writing varies for each title, but generally characters are sympathetic and believable, and subjects have been handled sensitively. In *Ben's Gift*, the problems of a cerebral palsy victim are particularly well drawn. *In and Out Windows* and *Just Once* were listed as high-low choices by the Young Adult Services Division of the American Library Association.

For the most part, stories are coherent, well focused, and told in natural sounding prose. The pencil and pen and ink drawings are a cut above the illustrations found in many easy to read materials.

Materials *Night on Gator Creek*, *Lady in Pink*, *Nobody Wants Annie*, *The Other Side of Yellow*, *Just Once*, *A New Life*, *Out of the Rough*, *Take Care of Millie*, *A Dream with Storms*, *In and Out Windows*, *Ben's Gift*, *Along the Gold Rush Trail*, *The Freedom Side*, *Last Chance for Freedom*

14 softcover bindings

14 Study Guides

14 Teaching Guides

ILLUSTRATED CLASSICS

Publisher	Pendulum Press, 1973, 1974	**Reading Level**	3-4
Authors	Various Authors	**Interest Level**	4-9
Category	Classics		

Description These 60 titles are abridged versions of classic novels presented in a comic book format. Among the numerous titles are *Black Beauty, Pride and Prejudice, The Iliad, Ben Hur, Treasure Island*, and *Dracula*.

The softbound or hardbound books measure 5″ × 8″, are about 60 pages in length, and contain approximately 7,000 total words. There are 4 to 6 black and white illustrations depicting various scenes on each page. These good quality illustrations are presented in detail and aid the readers in understanding the selections.

Supplementary Material Individual Student Activity Books, available for each of the 60 titles, provide readers with a short overview of the selection, instruction on 10 to 12 difficult vocabulary items in the book, a limited number of objectives for reading the selection, and 10 multiple-choice comprehension questions. The activity books are approximately 16 pages in length and contain illustrations from the corresponding book. Cassettes, which are available for each title, provide a complete narration of the book with each character's script presented by individual readers.

Evaluation The array of titles dealing with suspense, drama, mystery, mythology, adventure, and romance should attract a wide variety of readers. While the comic book format initially may be perceived as appropriate for younger students, the mature illustrations are likely to captivate students up to grade 9. However, while the selected titles are likely to appeal to a diverse age group, the extensive use of illustrations may allow students to follow the stories without attending to the prose. Moreover, the adaptations depart considerably from the authors' original works. Readers probably will gain only general familiarity with the original books. Nonetheless, these texts are useful introductions to the originals.

Materials *Huckleberry Finn, Treasure Island, The War of the Worlds, Robinson Crusoe, A Christmas Carol, The Turn of the Screw, The Man in the Iron Mask, Ben Hur, Kidnapped, A Tale of Two Cities, Ivanhoe, The Time Machine, Wuthering Heights, The Scarlet Letter*, and other classics

60 hardcover or softcover bindings

60 Student Activity Books

60 cassettes

GREAT UNSOLVED MYSTERIES MYTH, MAGIC & SUPERSTITION

Publisher	Raintree Publishers, 1977	**Reading Level**	3-6
Authors	Various Authors	**Interest Level**	4-9
Categories	Mysteries, Myths		

Description These 2 series provide a variety of narrative stories that address such bizarre and unnatural events as superstitions, magic, myths, mysteries, and tall tales. The Great Unsolved Mysteries series, for example, explores unexplainable and bizarre events. The texts are accompanied by full color or black and white photos to heighten interest and credibility. Representative titles include *The Abominable Snowman*, *Bermuda Triangle*, and *Unidentified Flying Objects*. The Myth, Magic & Superstition series features selections in the realm of magic and superstitions. Representative titles include *Black Cats and Other Superstitions*, *Ghosts and Ghouls*, *This House Is Haunted*, and *Witches*.

Supplementary Material Great Unsolved Mysteries Reading Notebooks. The Comprehension Notebook and the Report Writing Notebook are individual programs that contain prereading and postreading instruction and activities for assisting in the comprehension of nonfiction reading and report writing.

Evaluation While both of these series provide material that is well written and interesting and display thematic elements that are well received by a variety of students, the material uses language constructions that will be difficult for students reading within the ranges specified by the readability analysis. Text selections display a large number of difficult words and complex sentences. Additionally, many of the concepts presented in the selections may not be familiar to students with limited background knowledge. Despite these potential shortcomings, the materials should not be overlooked for older readers with more advanced reading skills or as a source of material the teacher can read aloud to students.

Materials

Great Unsolved Mysteries

20 hardcover or softcover bindings

2 Reading Notebooks

Myth, Magic & Superstition

18 hardcover bindings

QUEST, ADVENTURE, SURVIVAL

Publisher	Raintree Publishers, 1980	**Reading Level**	3-6
Authors	Various Authors	**Interest Level**	4-9
Category	True-Life Adventure		

Description This series of 25 titles focuses on people who display courage, integrity, and perseverance, with an emphasis on the development of personal values and positive attitudes. For example, in *Attack of the Killer Grizzly*, a fierce grizzly bear attacks two hikers in Glacier National Park. Both survive, but one is left permanently scarred. Through the love and support of his friend, the badly injured victim turns his feelings of horror and desire for seclusion into a will to live and succeed. The story addresses friendship, explores how feelings influence our actions, and presents questions that require students to address their personal values relative to one's physical appearance.

These texts are approximately 50 pages long with 6,500 total words in 12 point type. Each book contains a single theme with the contents presented in 6 distinct chapters. The books measure 6″ × 9″ and have black and white illustrations throughout.

Supplementary Material Quest, Adventure, Survival Learning Files. The Learning Files are 4 notebooks containing instructional lessons that provide students with postreading activities to develop critical thinking and elicit classroom discussion. Each notebook is an individualized program providing exercises for each of the 25 books in the series. The notebook titles are Comprehension File, Values File, Vocabulary File, and Writing File.

Evaluation These texts provide students with unusual and dramatic true life adventures. The selections offer glimpses of the personalities or attributes of individuals who perform tasks many would have thought to be impossible. Appropriate sentence length and familiar language construction contribute to the texts' natural language. One exception is the presentation of vocabulary that would be unfamiliar to the reader. Many of these new terms, however, would be understood from content that displays familiar concepts and is written in a coherent and lively style.

Although the selections are rather long, the detail and elaboration presented contribute to the style of writing and the likelihood that students will respond favorably. Students' response to the selections themselves may be dampened, however, by an abundance of supplementary skill instruction. Therefore, use this material sparingly. Where appropriate, the teacher may consider supplementing the moralistic questions interspersed throughout the books.

Materials *Alone on a Desert Island, Attack of the Killer Grizzly, Captives of Endless Snow, Caught on a Cliff Face, Crash in the Wilderness, Diana: Alone Against the Sea, Eight Who Wrestled Death, Escape from the Island of Ice, Fantastic Flight to Freedom, Fastest Woman on Earth, Head-On with Hurricane Camille, He Gave Himself to the Sea, In the Jaws of Death, Lost at Sea, The Man Who Was Left for Dead, Minutes to Live, Nightmare in a Sea of Mud, One Was Left Alive, Perilous Journey to the Top, Riders on the Wind, Shortcut to Peril, Steel Coffin at Forty Fathoms, Three Years on the Ocean, Trapped in the Deep, Woman Overboard*

1 set of Survival Learning Files

25 hardcover or softcover bindings

SCIENCE FICTION SHORTS

Publisher	Raintree Publishers, 1981	**Reading Level**	5-10
Authors	Various Authors	**Interest Level**	4 and up
Category	Science Fiction		

Description Each of the 12 books in this series includes 4 to 5 science fiction stories dealing with a single theme. Representative topics include time travel, strange inventions, bugs, computers, and robots. In *The Assassin*, a young college graduate, immersed in American history, develops a strong identification with Abraham Lincoln. His ambition is to invent a time machine that can move 120 years into the past, so that he can stop Lincoln's assassination. The excitement of the successful time travel turns to disaster with the failure to save the President and the destruction of the time machine. The stories are preceded by a general introduction by Isaac Asimov that presents historical and background information. Full color illustrations are interspersed throughout each selection.

These hardcover texts are approximately 50 pages in length with 6,000 total words in 10 point type. The books measure 6" ×9".

Supplementary Material This series is accompanied by an individualized instructional program to provide students with postreading activities that focus on comprehension. The Effective Reading Learning File contains instructional lessons with exercises for developing critical thinking skills, making use of logic, and identifying aspects of style and literary components.

Evaluation These short books should provide content that is interesting and familiar to students who enjoy science fiction and fantasy. Selections are short, generally well written, and display considerable verve. Unfortunately, the books also have several shortcomings. Most notable is the number of difficult words in a given selection. Without considerable instruction in these words prior to reading, students' interest and understanding seemingly would be reduced. Second, the books themselves are sizable hardbacks with few pages. Students in the upper range of the interest level, therefore, may perceive these titles as being more appropriate for younger students. Therefore, teachers may wish to consider reading these books aloud to older students.

Materials *After the End, Bug Awful, Children of the Future, Earth Invaded, The Immortals, Mad Scientists, Mutants, Thinking Machines, Time Warps, Tomorrow's TV, Travels through Time, Wild Inventions*

1 Effective Reading Learning File

12 hardcover bindings

READER'S DIGEST TOP PICKS

Publisher	Random House, 1977-1981	**Reading Level**	2-7
Authors	Various Authors	**Interest Level**	3-8
Categories	Classic and Contemporary Fiction and Nonfiction		

Description This series of 24 books includes a variety of short stories, plays, poems, and biographies covering 9 different topics: Sports, People, Adventure, Comedy, Mystery, Science Fiction, Working Worlds, Close Ties, and Strange Stories. The series on people, for example, includes selections on Carol Burnett, O.J. Simpson, Elton John, Mary Shelley, and James Wong Howe (Hollywood camera genius). Each of the biographies focuses on the individual's perseverance and joy on the way to success while also sharing the sacrifices and disappointments. At the conclusion of each selection, the reader is provided with 2 pages of either multiple choice questions or matching exercises that assess literal and inferential comprehension and vocabulary knowledge.

These softcover books are approximately 90 pages with 15,000 total words in 9 point type. Each book contains 8 to 11 selections with black and white illustrations and photographs throughout the text.

Supplementary Material Six of the 9 topics (Mystery, Sports, Science Fiction, Adventure, Comedy, and People) are available in series A and B. Series A includes audio lessons, duplicating masters, and a Teacher's Guide. The other three topics (Strange Stories, Working Worlds, and Close Ties) are available only in series B, and they offer duplicating masters and a Teacher's Guide.

Evaluation The diverse genre displayed in the narrative and expository selections from this series are likely to arouse student interest. In general, selections are well written and cohesive in their content, and sentences provide considerable elaboration on thematic elements of the stories. Sentences that conform to language structures familiar to the intended student audience, as well as the presentation of content within the realm of students' background knowledge, contribute to the overall quality of these selections. At times, these characteristics are offset by a relatively high vocabulary load and an overabundance of skill exercises in a given book. This series is noteworthy, however, for the diversity of themes presented in narration as well as exposition. The brief selections should hold students' attention, and the thematic diversity will promote the selective reading of topics of interest to individual students.

Materials

24 softcover bindings
6 audio lessons, series A
6 series A duplicating masters
9 series B duplicating masters
2 Teacher's Guides

A SIMILAR SERIES BY RANDOM HOUSE

READER'S DIGEST READING SKILL BUILDER

Publisher	Random House, 1985	**Reading Level**	2-9
Authors	Various Authors	**Interest Level**	4-10
Categories	Fiction, Historical, Biographical, Nature, Sports		

Description and Evaluation The wide variety of subjects presented in this series of 24 books includes Fiction, Historical Events, True Life Experiences, Biographies, Nature, and Sports. The series is divided into 9 levels, graduating in readability level, type size, and subject matter as you advance from level 1 to level 9. For example, in *The Gorilla Is a Paper Tiger* (level 6), the author reveals an accurate picture of the gorilla, the most gentle and peaceful of animals. It is an informative story about the gorilla's behavior, size, power, and habitat. Pictures, illustrations, maps, and graphs appear throughout the books.

Each book includes 12 to 13 selections with 2 pages of exercises following every selection. The softbound books measure 8″ × 5″ and are about 90 pages long with 6,000 to 18,000 total words set in 9 to 14 point type.

Supplementary Material Duplicating masters and a Teacher's Guide are available for each level.

Materials

24 softcover bindings
3 sets of ditto masters

SPRINT LIBRARY

Publisher	Scholastic, 1979	**Reading Level**	3-4
Authors	Various Authors	**Interest Level**	4-7
Categories	Mystery, Sports, Adventure, Humor, Animals		

Description The Sprint Series is designed to offer remedial readers full length novels. Students will encounter a variety of realistic life experiences in mystery, sports, adventure, humor, and animal stories that depict characters and themes for young readers and adolescents. For example, in *Pier 92*, twin brothers respond to a newspaper ad for a job as stevedores at a local dockyard. Upon arrival, they find the pier deserted. In an effort to locate the potential employer, the boys uncover a gang of smugglers who are holding a newspaper reporter hostage. While trying to free the reporter, the boys are captured by the smugglers. After numerous confrontations with their captors, the 3 eventually escape.

The series contains individual books on 4 graduated readability levels. Each level contains 1 to 3 units consisting of 5 paperback books and a Teacher's Guide. The books measure 9″ ×6″, contain 9 and 10 point type, and range from 32 to 96 pages in length, with text increasing in length as a function of readability. Black and white photos and illustrations depicting scenes from the story appear throughout each book.

Supplementary Material A Teacher's Guide accompanies each level of the Sprint Library. This guide provides the instructor with a synopsis of each chapter of text, as well as corresponding discussion questions produced on spirit masters. The spirit masters contain a list of new words for each chapter, along with activities to build students' comprehension. The skills addressed are main ideas, details, sequence, finding proof, cause and effect, and inferencing.

Evaluation The Sprint Library Series offers a diverse selection of fiction dealing with subject matter that is either familiar or of interest to the intended audience. Individual books display thematic coherence and a rather lively style; characterization is believable, and themes present characters in events that reflect the interests of preadolescent and early adolescent students. The large type and limited number of words per page may restrict the use of these books by students in the upper levels of the interest range. Moreover, many of the photographs interspersed throughout the books are notably staged in their presentation. On the other hand, selected books contain detailed illustrations that should stimulate students' curiosity and maintain their attention.

The Teacher's Guide and spirit masters provide an abundance of information designed to be used at the teacher's discretion. Many of the activi-

ties serve primarily to assess vocabulary knowledge and story comprehension rather than to develop skills.

Materials *Danger in Eagle Park, Going Against Cool Calvin, The Prize, Black and White Jones, Scavenger Hunt, The Great Subway Chase, The Case of the Missing Money, Fear, Get the Man to Second, Big Bill, Cat Break, Camp, The Liquid Trap, Dangerous Fortune, Skateboard Saturday, Strange Friends, Pier 92, Star Jewel, Dogs and Danger, The Mystery of the Jade Princess, Tessie, One More Miracle, Karate Ace, Maine Is a Million Miles Away, Action on Ice, Mystery on Elm Street, Monster Madness, The Marlin, The Great Talking Contest, The Brown Shoe Mystery, Flood, Ghost of the Dutchman, Sam, Where Are You?, The Thirteenth Floor, The Homesteaders, Cop Camp, Sabotage Rock, Victory for Jamie, Summer at Ravenswood, Breaker Nine*

12 sets of spirit masters

TWO SIMILAR SERIES BY SCHOLASTIC

ACTION AND DOUBLE ACTION LIBRARIES

Publication Date	1979, 1981	**Reading Level**	3-6
Authors	Various Authors	**Interest Level**	7 and up
Category	Contemporary		

Description These 2 series offer individual novels with realistic, contemporary settings and characters with whom teenagers can identify. The variety of topics is consistent with the Sprint Series, although the books address the interests of higher level students. Action and Double Action Libraries consist of 4 graduated readability levels. Each level is composed of 1 to 3 units, with each unit containing 5 paperback books and a Teacher's Guide.

The books are about 100 pages long with 7,500 to 20,000 total words in 9 and 10 point type. Each text is divided into 10 chapters. The books measure 6″ ×9″ and have color illustrations on the cover with black and white photos and drawings throughout the text.

Supplementary Materials Same as Sprint Library

Evaluation Same as Sprint Library

PERIODICALS

CRICKET

Publisher	Carus Corporation, 1973-present	**Reading Level**	3-6
Editor	Marianne Carus	**Interest Level**	3-8
Category	Literature		

Description This award winning monthly focuses primarily on quality original and reprinted stories and illustrations for children. The magazine also contains poems and a number of special sections and fillers – letters from readers, cartoons, riddles, crossword puzzles, craft ideas, and a story writing contest. The theme for one issue reviewed was the Middle Ages, and much of the material reflected the theme. For example, the cover illustration by Fritz Wegner was a colorful montage of activities in the Middle Ages; inside the cover were Wegner's pen and ink drawings of fourteenth and fifteenth century dress, sports, and pastimes. This same issue contained 5 stories about princesses, kings, knights, and dragons; a craft idea on how to make a medieval fortress; and a Middle Ages crossword puzzle. There were 2 poems and 3 stories unrelated to the medieval theme.

The 64 page magazine measures 7″ ×9″, uses 10 point type, and contains about 12,000 total words. Text is generously illustrated with black and white drawings, some with a single color wash.

Supplementary Material None

Evaluation This publication is a rich source of outstanding literature for children. Readers will find everything from the zany to the serious – riddles, puzzles, cartoons, and a host of masterfully written stories. Although this magazine is not targeted for less able readers, with guidance from the teacher, these wonderful stories might be made accessible to them. Authors of the selections have helped ease the task. They know their craft well and seem to have effortlessly applied the rules for writing comprehensible narratives, such as establishing reader empathy, providing sufficient detail to draw the reader into the setting, and using traditional story structures. Illustrations are quite varied in style and medium. Many are particularly high quality, such as the etchings by Diane Brooks Pleninger and the reprinted drawings from "A Tournament of Knights" by Joe Lasker from the medieval ages issue.

STONE SOUP

Publisher	Children's Art Foundation, 1973-present	**Reading Level**	4-6
Editor	Gerry Mandel	**Interest Level**	3-8
Category	Literature		

Description This bimonthly magazine contains stories, poems, book reviews, and art by children through age 13. In the issue reviewed there were 6 stories—2 illustrated with black and white drawings—4 poems, a song, and 2 book reviews. The magazine also features 4 full color reproductions of children's artwork. Subject matter for stories and poems runs the gamut of children's interests and concerns. A sampling of titles found were "My First Favorite Christmas," "Grandma and Grandpa's House," "My First Encounter with Mental Illness," and "The Night of the Helping Horses."

This 48 page magazine is 6" x 9", uses 10 point type, and contains about 3,500 total words. Black and white drawings, photos of the contributors, and 4 full color paintings and drawings accompany the text.

Supplementary Material Each issue contains an "Activities" page that gives background information on selected stories or artwork and suggestions for student involvement. An activity guide called "Stone Soup in the Classroom" also is available. The 16 page booklet outlines projects designed to enhance classroom reading, writing, and art programs in conjunction with *Stone Soup*. It describes the educational theories on which the magazine is based and suggests ways of applying those theories in the classroom.

Evaluation This is a handsome magazine, printed on high quality paper with excellent reproductions of children's artwork. The cover, which boldly and simply displays the title:

STONE SOUP
the magazine by children

with a single piece of colorful art work underneath, is itself an artistic statement. The stories, poems, and pictures in *Stone Soup* reflect events, thoughts, and emotions familiar to most children. Editors encourage contributors to express their personal experiences. In the issues reviewed, the stories were simple enough to be understood by less able readers, but because they were not written by professionals, the prose tended to be confusing at times. For example, new information was sometimes presented without clarification or elaboration.

Although this magazine primarily will appeal to elementary age students, it has something to say to youngsters of all ages: "What you think and feel is important and what you create has merit." For this reason, and because these youthful contributions have the potential to inspire others to express themselves in writing or through the visual arts, this publication is recommended for less able readers through grades 7 and 8.

COBBLESTONE

Publisher	Cobblestone Publishing, 1980-present	**Reading Level**	6-8
Editor	Carolyn P. Yoder	**Interest Level**	4-9
Category	History		

Description This monthly publication features biographies and short accounts of historical events. Other special features and departments include letters to the editor; From the Crow's Nest – an overview of the magazine's contents; contests, puzzles, games, and quizzes; recipes; and suggested books and films. Each issue has a particular theme. One issue focused on Children Who Shaped History and included articles on Samantha Smith; drummer boys; Grace Bedell, the young girl who convinced Lincoln to grow a beard; child poet Hilda Conkling; and computer kids. In another issue, material revolved around the two party political system with articles providing elaboration on that theme, from background information on how the system began to third party candidates and political souvenirs. Selections run from 500 to 1,200 words.

The 49 page magazine is 7" × 9", uses 9 point type, and contains approximately 12,000 total words. Text is illustrated with black and white photos, many of which are reproductions of famous paintings and sketches.

Supplementary Material Supplement available. *Cobblestone Companion: A Teacher's Manual.*

Evaluation Students who enjoy history will find this magazine appealing reading. Although this periodical may not be suitable for all less able readers, the teacher may want to consider it when looking for more academic and challenging material. The theme approach allows the bringing together of interesting people and events from various periods in history. Articles are well written and straightforward.

Except for the issue on children who shaped history, the people, places, and events may seem removed from most kids' lives. For students to be successful with this material, teachers will need to create experiences that will help bridge the gap between students' lives and the material found in the selections.

PENNY POWER

Publisher	Consumers Union Education Services Division, 1980-present	**Reading Level**	4-6
Editor	Charlotte Baecher	**Interest Level**	6-8
Category	Consumer Information for Young Readers		

Description This bimonthly periodical, produced by the editors who do *Consumer Reports*, is Consumers Union's parallel magazine for young people. It contains articles on a variety of topics such as comparison shopping, money management, personal appearance, jobs, food, and getting along.

Titles of recent articles include "Have More Fun at Parties," "The Electronic Jungle: How to Survive the Perils of Shopping for Electronic Equipment," "Picking Perfect Presents," "How I Got My First Job," and "Battling Boredom." Regular departments in each issue feature cartoon stories – the Penny Power Club and PPB Squad; letters to the editor; an advice page in which a child psychiatrist responds to mailed in questions; and reader reviews of VCR movies, games, fads, and toys.

The 32 page magazine is 8½" × 11", with approximately 10,000 total words in 9 point type. Text is illustrated with numerous color and black and white photos and drawings.

Supplementary Material An 8 page Teaching Guide contains article highlights, teaching objectives, discussion topics, and suggested activities for 6 major articles, plus 3 pages of material intended to be photocopied for student use. Activities on these pages include word searches, mazes, writing a complaint letter, completing a nutrition analysis sheet, and comparing erasable pens on a specially designed sheet.

Evaluation This attractive magazine manages to capture in an upbeat style and variety of formats the concerns and interests of today's young people. Although *Penny Power's* focus is aiding young consumers, issues stretch beyond that of consumerism to important matters of daily living. Articles such as what to do "When a Friendship Goes Sour" and the column "I've Got a Question" are two examples of addressing young readers' everyday concerns. A major thrust of the articles is to help develop critical thinking skills. Authors encourage readers to think beyond popular opinion, price tags, and designer labels and to ask questions such as, "Do products really deliver what their advertisers promise?" and help provide strategies for what to do when they don't. The magazine also provides a forum for kids to

share information with others on worthwhile ways to spend money, time, and energy so that they might make informed choices in their daily living. With guidance from the teacher, many less able readers will be able to handle the material in this exceptional magazine.

CURRENT EVENTS

Publisher	Field Publications, 1902-present	**Reading Level**	8-10
Editor	Terry Borton	**Interest Level**	6-12
Category	Current Events		

Description As the title indicates, the articles in this weekly periodical focus on events of current interest. A feature news story, a "People in the News" column, and a page of "News Briefs" with a Garfield cartoon strip make up 3 of the newspaper's 4 pages. In the issues reviewed, the last page was devoted to exercises on comprehension, vocabulary, and interpreting graphs. One of the featured articles focused on endangered species; another dealt with mass drug testing in the United States.

The 4 page magazine is $8\frac{1}{2}'' \times 11''$, uses 8 point type, and contains approximately 2,000 total words (feature articles are approximately 1,000 words, and news briefs are 250 words). Black and white photos, drawings, and graphs accompany the text.

Supplementary Material A 4 page Teaching Guide for each issue includes background information and followup ideas for each article, plus 3 pages of material intended to be photocopied for student use. Activities on these pages include such activities as using news vocabulary in sentences, constructing a circle graph, reading maps, and answering recall questions.

Evaluation Topics for articles have been chosen to appeal to young readers and have been written in an appropriate length and tone. Articles open with motivational material and then proceed to develop the topic in a clear, concise, and interesting manner. In the articles reviewed, both the subject matter and the presentation of material served to start readers thinking critically. Although the reading level is approximately at the grade 8 to 10 level, if given adequate prereading preparation, less able readers should be able to handle this material.

CURRENT SCIENCE

Publisher	Field Publications, 1915-present	**Reading Level**	6-8
Editor	Terry Borton	**Interest Level**	4-12
Category	Science		

Description As the title suggests, the articles in this biweekly periodical focus on science news and issues of current interest. Topics include Life, Earth, Physical Sciences, Health, and General Science. Titles in a recent issue include "Cows Thrive on Chocolate Candy Bars," "Why Don't Animals Have Wheels?" "Harmful Gas Found in More U.S. Homes," and "Teen with Artificial Legs Plays Football." The length of these articles ranges from 400 to 1,800 words. In a special section titled "Science News Briefs," several news items of approximately 250 words or less are highlighted. The back page of each issue is devoted to "Mystery Photos," three full color photos which capture fairly commonplace items in an unusual light.

The magazine contains 15 pages of text, measures $8\frac{1}{2}'' \times 11''$, uses 8 point type, and contains approximately 8,000 total words. Numerous full color and black and white photos, drawings, diagrams, maps, graphs, and charts accompany the selections.

Supplementary Material A 4 page Teaching Guide for each issue includes a summary for each article and discussion ideas; additional background information and critical thinking activities for selected articles; and 2 pages of "Skill Builders," duplicating masters focusing on vocabulary and comprehension. The guide also includes answers for "Skill Builders" and "Mystery Photos."

Evaluation Topics included are timely and have great reader appeal, and the selections are well illustrated with photographs, drawings, diagrams, charts, and graphs. Authors have tried to motivate readers by relating topics to young readers' experiences and interests and by piquing their curiosity with questions or proposing hypotheses to stimulate thinking about issues raised in the articles. Authors also have attempted to provide definitions within the text for terms that may prove difficult for readers. However, because of the many difficult concepts in some of the articles, these selections will prove extremely challenging for less able readers. To insure reader success, the teacher will need to provide a number of appropriate before, during, and after reading activities.

KNOW YOUR WORLD EXTRA

Publisher	Field Publications, 1967-present	**Reading Level**	3-5
Editor	Terry Borton	**Interest Level**	6-12
Category	Current Events and General Interest		

Description This 12 page periodical targeted for less able readers is similar in content and format to other Field publications. It contains a variety of material ranging from news features to articles on the behavioral sciences and daily living. One recent issue contained a feature article on famine in Africa, a story ending contest in play format, a Mini Study, a Daily Living piece, and a crossword puzzle. Articles range in length from 350 to 500 words.

The magazine measures $8\frac{1}{2}'' \times 11''$, uses 11 point type, and contains approximately 3,000 total words. Black and white photos, drawings, graphs, and maps accompany the text.

Supplementary Material A 4 page Teaching Guide for each issue includes background information for each article and discussion questions involving recall, making inferences, making comparisons, forming opinions, and thinking critically. One or 2 pages of the Teaching Guide are devoted to activities intended to be photocopied for student use. These include exercises such as map and graph reading and comprehension questions. Answers for these activities are provided in the Teaching Guide.

Evaluation The articles and features in this publication should appeal to the target audience. Editors have done a fine job of selecting topics that will interest adolescent readers. Material is well organized and presented in a manner designed to enhance comprehension and recall. The authors make generous use of headings and visual cues such as color, boldface type, and markers to highlight material. Because this periodical is intended for older, less able readers, sentences tend to be shorter and syntax less complex than that of the other Field publications. At times, this language simplification lends an immature sounding quality to the material. Also, the print type (the same size as that used in the fourth grade edition of *Weekly Reader)* seems unnecessarily large. There seems to be an erroneous assumption that less able readers don't see as well as other readers.

READ

Publisher	Field Publications, 1951-present	**Reading Level**	4-7
Editor	Terry Borton	**Interest Level**	7-12
Category	Teen Oriented General Interest		

Description This biweekly magazine contains articles, short stories, plays, and poems on topics, issues, and themes of potential interest to teens. For instance, an October issue focused on Halloween themes with an article about superstition, a macabre short story, a play based on the "Bell Witch" of Tennessee, 2 ghost stories, and Halloween poems. A January issue dealt with youth in transition, featuring an article on Soviet teens and another on Japanese students. A play and short story in this same issue showed teens at a transition time in their relationship with their parents. The final article on cowboy poets examined how their poetry reflects their feelings about a vanishing way of life. The magazine also has a section called "Wrap Up," which asks questions involving recall, critical reading, and making inferences. In addition, there is a section featuring poetry written by teens and a filler page with a short mystery to solve, "mind stretchers," and puzzles.

This 32 page magazine is 5″ × 8″, uses 8 point type, and contains about 10,000 total words. Drawings and black and white photos accompany the text.

Supplementary Material A 6 page Teaching Guide for each issue includes background information and discussion questions for each selection. Three Skillmaster pages also are included. These are reproducible pages with a variety of activities such as using words in context, substantiating details, sequencing, making inferences, listening exercises, and ideas for writing. One issue reviewed included instructions for using the Directed Reading Thinking Activity with 1 of the stories.

Evaluation Editors have done a fine job of selecting material from various genre to reflect a particular theme or subject of interest to teens. The ghosts, ghouls, and macabre topics featured in the Halloween issue would certainly appeal to young readers. In a January issue, problems of growing up were addressed. In this issue, 1 article articulated Soviet concern about their teens, and another showed Japanese concern over how their students are faring in their education system. The play in this same issue, "Terrible Things My Mother Told Me," based on an Emmy award winning ABC After School Special, should appeal to students, even though the mother seems to lack dimension in this adaptation. The well written short story, "The Breakfast King," by Kathleen Ann Goonan, about a young man trying to deal with his mother's live-in boyfriend, captures with insight and sensitivity a problem many teenagers face today.

The Teaching Guide provides good discussion and postreading ideas. However, for less able readers to be successful with this material, prereading activities such as building background knowledge, relating the reading to students' lives, building specific text knowledge, and preteaching vocabulary and concepts need to be provided.

WEEKLY READER, SENIOR EDITION

Publisher	Field Publications, 1946-present	**Reading Level**	8-9
Editor	Terry Borton	**Interest Level**	7-12
Category	Current Events		

Description This weekly periodical features an eclectic collection of news items plus articles which focus on science, sports, health, and social studies. In addition, each issue has its own special page of lighter material—cartoon strips, jokes, puzzles, mysteries to solve, fascinating facts, and word finds. The last page of each issue is called the Skills Page, and it contains various skill building activities that correspond to the selections. These activities include practice in map reading, vocabulary, comprehension, listening, reading diagrams and graphs, critical thinking, and dictionary skills. A recent issue included a feature news article titled "Palestinians Declare New Nation," shorter articles on the Stealth B-2 bomber, a reptile fossil, the electoral college, watchdogs as burglar deterrents, and the Cincinnati Bengals' quarterback Boomer Esiason. It also contained an article on dealing with sadness by Leon Rosenberg from the Johns Hopkins Children's Center.

The 8 page magazine measures $8\frac{1}{2}'' \times 11''$, uses 8 point type, and contains approximately 3,000 total words. Issues contain a variety of color and black and white photographs, drawings, maps, graphs, and diagrams.

Supplementary Material A 4 page Teaching Guide for each issue provides a listing of potentially difficult words and their definitions, background information on the main news article and suggested comprehension/discussion questions, and answers for activities and exercises presented in both the student magazine and the Teaching Guide. A variety of activities are given on the last 2 pages. Among these are crossword puzzles, word searches, vocabulary calendars, map and graph reading, and comprehension questions. These pages are intended to be reproduced for student use.

Evaluation These magazines are an excellent source of current information for students. The editors have been careful to select interesting and timely topics ranging from the distant, such as "Space Station Plans Being Made for Our Future Workplace," to the personal, such as "Dealing with Sadness." The 100 to 800 word articles are a manageable length for most students. With sufficient reading preparation and guidance, the less able reader should be able to handle this material.

In the issues reviewed, articles were well written, typically beginning with some sort of motivational material—an interesting anecdote, a surprising fact, an intriguing question—followed by clearly stated informa-

tion. For the most part, difficult concepts were defined and/or elaborated with examples. Where appropriate, pictures, graphs, charts, maps, and diagrams were used to enhance the text. With the more complex subjects, authors sometimes presumed more background knowledge than many students typically would possess. Teachers will need to be careful to read through material and pinpoint those concepts for which students will need additional preparation. With one exception, an article in which the author seemed to be "talking down" to the reader, language and tone were consistently appropriate for the intended audience.

THREE SIMILAR PERIODICALS BY FIELD PUBLICATIONS

WEEKLY READER, EDITIONS 4, 5, AND 6

Publisher	Field Publications	**Reading Level**	5-7
Editor	Terry Borton	**Interest Level**	4-8
Category	Current Events		

Descriptions and Evaluations The subject matter and format of these *Weekly Reader* editions are similar to those found in the Senior Edition. However, selections are somewhat shorter, readability lower, and in Edition 4, 10 point type is used. For students who might have difficulty with the Senior Edition, Editions 4, 5, and 6 might provide a good alternative.

NATIONAL GEOGRAPHIC WORLD

Publisher	National Geographic Society, 1975-present	**Reading Level**	6-7
Editor	Pat Robbins	**Interest Level**	3-8
Category	Geography		

Description This colorful monthly magazine contains articles about animals, events, activities, places, and people around the world. Among the material in the 2 issues reviewed were articles on a penguin hatching project at Sea World in San Diego, the sport of bodyboarding, a bat exhibit at the Royal Ontario Museum, the Lone Pine Koala Sanctuary in Brisbane, Australia, and the Teton Science School in Grand Teton National Park. All of these articles showed kids involved in the activities. The magazine includes posters, puzzles, craft ideas, and a page titled "Kids Did It" featuring projects by kids from the United States and Canada. The last page contains unusual photos, and readers can guess "What in the World?" or "Where in the World?" these photos are.

The 32 page magazine measures 8 ½" × 11", uses 9 point type, and contains approximately 3,500 total words. An abundance of full color photos, drawings, maps, and charts accompany the selections.

Supplementary Material None

Evaluation The pictures, not the text, deliver the message of this appealing magazine. Stunning color photography on every page eloquently illustrates that ours is a world of diverse beauty and wonder. Several full page and double page photos as well as smaller ones appear throughout the 32 pages of the magazine. Articles focus on the ways in which people care for and enjoy nature's phenomena and, in most cases, kids are shown participating in those roles. For example, young bodyboarders are shown enjoying the sport, a teen volunteer at Sea World is shown helping with the penguin project, and junior high students are the focus of an article on the Teton Science School. Although text is minimal (the longest articles are approximately 600 words), the information given is fascinating and presented in a manner that should appeal to readers of all ages and abilities.

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ACTION

Publisher	Scholastic, 1977-present	**Reading Level**	2-4
Editor	Jeri Schapiro	**Interest Level**	7-9
Category	Teen Oriented General Interest		

Description This teen oriented magazine contains read aloud plays, articles targeted toward today's teens, short fiction, news, information about careers, and basic skills activities. One recent issue contained a feature article about Greg Luganis and a shorter article about setting goals and reaching them; news reports about a New York principal who banned "big gold jewelry" from his school, a new service that lets buyers preview music albums, baseball salaries then and now, and a rock drummer who continues to play with his band despite losing an arm in an accident; a play about an American Indian boy who comes to live with his grandfather; a serial cartoon titled "Lakeville High"; an invitation and some instructions on writing "portrait" poems; a crossword puzzle employing potentially difficult vocabulary from the issue; and a brief exercise in making a class schedule.

This 16 page magazine measures $8\frac{1}{2}'' \times 11''$, uses primarily 10 point type, and contains about 5,000 total words. Color and black and white photographs, drawings, and artwork appear on almost every page.

Supplementary Material A 4 page Teaching Guide for each issue provides an overview of the issue, summaries of some of the selections, motivational and previewing activities, discussion and writing activities, teaching suggestions, answers to questions in the issue, and a skills master for a study or reference skill.

Evaluation The variety of plays, feature articles on topics of interest to teens, short fiction, news, surveys, quizzes, and puzzles, as well as the brevity of the selections and the colorful photographs and artwork, make this a popular magazine with teens. Its simple reading level also makes it accessible to teens reading considerably below grade level. Additionally, because *Action* focuses on issues of interest to many youngsters – values, personal relationships, music, sports – it is likely to be of interest to youngsters both younger and older than the seventh to ninth graders to whom it is targeted. One caution – students are going to have to do a lot of reading beyond the 5,000 words provided in each issue to get adequate practice in reading.

A SIMILAR PERIODICAL BY SCHOLASTIC

SPRINT

Publisher	Scholastic, 1976-present	**Readability**	2-3
Editor	Jon Schaguto	**Interest Level**	4-6
Category	Intermediate Grade General Interest		

Description and Evaluation This intermediate grade magazine contains read aloud plays, current events articles, feature articles of interest to preteens, activities, and puzzles. One recent issue contained a play about a boy who is the smallest kid in the class, no good at sports, and always in trouble, but who has something the other kids don't; current events articles about school uniforms, Jackie Joyner, and the 1988 Olympics; a writing activity featuring McGruff, the dog in TV ads; a short story about a boy starting at a new school; a serial cartoon titled "The B Team"; a quiz dealing with bike safety; and a vocabulary activity involving potentially difficult vocabulary from the issue.

The length, size, types of illustrations used, and supplementary material available are the same as those in *Action*. However, *Sprint* uses larger, 12 point type and is shorter than *Action*, typically containing about 3,000 total words. The contents and features of the magazine should make it popular with many intermediate grade students, while its simple reading level makes it accessible to students reading considerably below grade level. We would caution that the magazine is relatively short, and students are going to have to do a lot of reading beyond what it provides to get adequate practice in reading.

SCOPE

Publisher	Scholastic, 1964-present	**Reading Level**	4-7
Editor	Fran Claro	**Interest Level**	7-12
Category	Teen Oriented General Interest		

Description This teen oriented magazine contains adaptations of classic and contemporary fiction, dramatizations of stories and films, interviews with noteworthy teens, discussion and writing activities, crossword puzzles, student writing, study skills and using context activities, cartoons, and advertisements. One recent issue contained a dramatization of the current movie "Cowboys Don't Cry" and a discussion and writing activity on the dramatization; an interview with 4 New York students who saved their school bus from crashing when the driver had a heart attack; an adapted excerpt from Shirley Jackson's *Life among the Savages*; student poetry, jokes sent in by students, an advice column for students, and a student written mummystory; 2 crossword puzzles; a cloze exercise; and a study skills activity on understanding instructions.

The magazine contains 24 pages of text plus some advertising, measures 8½" × 11", uses primarily 9 point type, and contains about 10,000 total words. Color and black and white photographs, drawings, and artwork appear on almost every page.

Supplementary Material A 4 page Teaching Guide for each issue provides synopses of some of the selections, brief suggestions for before reading activities such as motivating students, lists of difficult vocabulary, suggestions for after reading activities such as discussions and writing, answers to questions, puzzles, and crosswords in the issue, and a skills master for a reading or study skill.

Evaluation The adaptations of fiction, dramatizations of fiction and films, articles about teenagers and on topics of interest to teens, advice column, crosswords, and puzzles, as well as the brevity of the selections and colorful photographs and artwork make this an interesting and popular magazine. The small type, the sophistication of the material, and the inclusion of ads make this a realistic looking magazine that is unlikely to offend students by appearing to be "baby stuff."

U.S. EXPRESS

Publisher	Scholastic, 1988-present	**Reading Level**	3-5
Editor	Jeri Schapiro	**Interest Level**	6-12
Category	General Interest for ESL Students		

Description This magazine is oriented to English as a Second Language students who are relatively recent immigrants. It includes selections about the United States and its people that are likely to provide useful and interesting information for teens and preteens just beginning to learn about America. Specifically, it contains short news and human interest items, plays that generally include ethnic characters, feature articles on some aspect of life in the United States, interviews with well known Americans, features about U.S. geography, a serial about some teens who work in a pizza shop, and vocabulary exercises.

One recent issue contained short articles on school clothes, making people vote, and Linda Ronstadt's "Canciones de mi Padre" album; a dramatization of the movie *Stand and Deliver*; a success story about a Chicano teacher and his students; a feature article on the presidential campaign; an interview with Dustin Nguyen of *21 Jump Street*; a pictorial article about America's Heartland; an "American Pie" episode in which a teen from Cambodia almost loses his job because he doesn't look the boss in the eye; and a cloze vocabulary exercise that yields the answer to a puzzle when it's completed.

This 16 page magazine measures 8½" × 11", uses primarily 11 point type, and contains about 3,500 total words. Color and black and white photographs, drawings, and artwork appear on almost every page.

Supplementary Material A 6 page Teaching Guide for each issue provides a chart showing the content and skills of the issue; teaching objectives, vocabulary, background, before reading discussion, and follow up activities for each selection; answers to the vocabulary exercise; 2 or 3 skills masters on reading or language skills; and a page of suggestions for ESL teachers.

Evaluation The adaptations and dramatizations of fiction and films featuring ethnic characters, feature articles about ethnic teenagers and personalities, short articles and human interest pieces on topics of interest to teens and preteens newly arrived in the United States, feature articles on various regions of America, and a serial about youngsters of different backgrounds learning to live and work in America should be interesting and valuable to the intended audience. Additionally, the suggestions for working with individual selections, skills work, and advice for ESL teachers should be valuable teaching aids.

Content Index

Series Title	Series Content															
	Adolescents	Adventure	Animals	Biography	Classics	Contemporary	Fantasy	History	Horror	Mystery	Romance	Science	Science Fiction	Sea Stories	Sports	Westerns
Action Library	XX	X														
Center Stage										X						
Doomsday Journals				XX												
Double Action Library		XX														
Double Fastbacks	X	X														
Easy-to-Read Classics	X	X								XX	XX		XX		XX	
Encounter					XX					XX	XX		XX		XX	
Fastbacks	XX				XX											
Flashbacks	X	X							XX							
Galaxy 5	X	X								XX	XX		XX		XX	
Great Unsolved Mysteries		X						XX							XX	
High Adventures			X										XX			
Illustrated Classics	X	XX						X		XX						
Laura Brewster Books		X								X						
Life Line Series					XX					X						
Main Street Books	X	X								X						
Meg Parker Mystery Series	X	XX								XX						
Monster Movies	X	XX								X						
										X						
									XX							

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Ethnicity and Literary Form Index

Series Title	Ethnicity					Literary Form					
	Asian	Black	Caucasian	Hispanic	Native American	Nonfiction	Novels	Periodicals	Plays	Poems	Short Stories
Action Library	X	X	X				X				
Center Stage		X	X			X					
Doomsday Journals		X					X				
Double Action Library		X	X	X			X				
Double Fastbacks	X	X	X	X			X				
Easy-to-Read Classics		X	X				X				
Encounter		X	X				X				
Fastbacks	X	X	X	X			X				
Flashbacks		X	X	X	X		X				
Galaxy 5			X	X			X				
Great Unsolved Mysteries			X			X	X				
High Adventures			X				X				
Illustrated Classics			X				X				
Laura Brewster Books	X		X	X			X				
Life Line Series			X				X				
Main Street Books			X				X				
Meg Parker Mystery Series			X				X				

Monster Movies							X					
Monsters							X					
Myth, Magic & Superstition						X	X					X
Myths and Folk Tales	X	X	X		X							X
9-5 Series			X				X					
Pacemaker Classics		X	X		X		X					
Perspective Novels			X				X					
Quest, Adventure, Survival			X			X	X					
Reader's Digest Reading Skill Builder	X	X	X	X	X	X						X
Reader's Digest Top Picks	X	X	X	X	X	X			X	X	X	X
The Reading Scene		X	X		X	X						X
The Road Aces			X				X					
Science Fiction Shorts			X									X
Scoop Dougan and Skip Malone			X				X					
South City Cops		X	X				X					
Space Police			X				X					
Specter			X				X					
Sportellers	X	X	X		X		X					
Sports Close-Ups 2		X	X	X		X						
Sprint Library	X	X	X				X					
Sundown Books		X	X		X		X					
Super Specter							X					
Talespinners	X		X		X		X					
Tom and Ricky Mystery Series			X				X					
Wildlife						X						
Working Dogs						X						
You Are Series			X			X						

Reading and Interest Level Index

Publisher	Title	Grade Levels* 1	2	3	4	5	6	7	8	9	10	11	12
Carus Corporation	Cricket												
Children's Art Foundation	Stone Soup												
Cobblestone Publishing	Cobblestone												
The Continental Press	The Reading Scene												
Consumers Union Education Services Division	Penny Power												
Crestwood House	Center Stage												
	Sports Close-Ups 2												
	Monsters												
	Monster Movies												
	Wildlife												
	Working Dogs												

*The reading level of each series or periodical is indicated in the upper half of each row and the interest range in the lower half.

Reading and Interest Level Index (continued)

Publisher	Title	Grade Levels* 1	2	3	4	5	6	7	8	9	10	11	12
EMC Publishing	Easy-to-Read Classics												
	Encounter												
Fearon Education (David S. Lake)	Doomsday Journals												
	Fastbacks												
	Double Fastbacks												
	Flashbacks												
	Galaxy 5												
	Space Police												
	Laura Brewster Books												
	Pacemaker Classics												
	Specter												
	Super Specter												

*The reading level of each series or periodical is indicated in the upper half of each row and the interest range in the lower half.

Reading and Interest Level Index (continued)

Publisher	Title	Grade Levels* 1	2	3	4	5	6	7	8	9	10	11	12
Fearon Education (David S. Lake)	Sportellers												
	Talespinners												
	South City Cops												
Field Publications	Current Events												
	Current Science												
	Know Your World Extra												
	Read												
	Weekly Reader, Senior Edition												
	Weekly Reader, Editions 4, 5, and 6												
Globe Book Company	Myths and Folk Tales												
High Noon Books	Tom and Ricky Mystery Series												
	The Road Aces												

*The reading level of each series or periodical is indicated in the upper half of each row and the interest range in the lower half.

Reading and Interest Level Index (continued)

Publisher	Title	Grade Levels* 1	2	3	4	5	6	7	8	9	10	11	12
High Noon Books	Life Line Series												
	Meg Parker Mystery Series												
	Scoop Dougan and Skip Malone												
	High Adventures												
	9-5 Series												
	Main Street Books												
	Perspective Novels												
	You Are Series												
National Geographic Society	National Geographic World												
New Readers Press	Sundown Books												
Pendulum Press	Illustrated Classics												

*The reading level of each series or periodical is indicated in the upper half of each row and the interest range in the lower half.

Reading and Interest Level Index (continued)

Publisher	Title	Grade Levels* 1	2	3	4	5	6	7	8	9	10	11	12
Raintree Publishers	Great Unsolved Mysteries												
	Myth, Magic & Superstition												
	Quest, Adventure, Survival												
	Science Fiction Shorts												
Random House	Reader's Digest Top Picks												
	Reader's Digest Reading Skill Builder												
Scholastic	Sprint Library												
	Action Library												
	Double Action Library												
	Action												
	Sprint												
	Scope												
	U.S. Express												

*The reading level of each series or periodical is indicated in the upper half of each row and the interest range in the lower half.

Key to Print Size

Bold *Italic*

8 POINT

How is one to assess and evaluate a type face in terms of its esthetic design? Why do the pace-makers in the art of printing rave over a specific face of type? What do they see in it? Why is it so super-

How is one to assess and evaluate a type face in terms of its esthetic design? Why do the pace-makers in the art of printing rave over a specific face of type? What do they see in it? Why is it so superlatively

9 POINT

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11 POINT

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14 POINT

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How is one to assess and evaluate a type face in terms of its esthetic design? Why do the pace-makers in the art of printing rave over a specific face of type? What do they see in it?

Publishers and Addresses

Carus Corporation
315 Fifth Street
Peru, IL 61354
For subscriptions write:
Cricket
Box 52961
Boulder, CO 80322-2961
815-223-2520

Children's Art Foundation
915 Cedar Street
Santa Cruz, CA 95060
For subscriptions write:
Box 83
Santa Cruz, CA 95063
408-426-5557

Cobblestone Publishing
20 Grove Street
Peterborough, NH 03458
603-924-7209

Consumers Union Education Services Division
256 Washington Street
Mount Vernon, NY 10553
For subscriptions write:
Penny Power
Box 54861
Boulder, CO 80322-4861
914-667-9400

The Continental Press, Inc.
520 East Bainbridge Street
Elizabeth, PA 17022-9989
1-800-233-0759
1-800-847-0656 in Pennsylvania

Crestwood House
515 North Front Street
P.O. Box 3427
Mankato, MN 56001
1-800-535-4393
507-388-1616

EMC Publishing
Division of EMC Corp.
300 York Avenue
St. Paul, MN 55101
1-800-328-1457
612-771-1555

Fearon Education
David S. Lake Publishers
19 Davis Drive
Belmont, CA 94002
415-592-7810

Field Publications
245 Long Hill Road
Middletown, CT 06457
614-771-0006

Globe Book Company, Inc.
50 West 23 Street
New York, NY 10010
1-800-221-7994
212-741-0505 Collect
in New York and Alaska

High Noon Books
20 Commercial Blvd.
Novato, CA 94947-6191
415-883-3314

National Geographic World
17 and M Streets, NW
Washington, DC 20036
1-800-638-4077

New Readers Press
Division of Laubach Literacy Int.
Box 131
Syracuse, NY 13210
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315-422-9121

Pendulum Press, Inc.
Academic Building
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Random House, Inc.
Westminster, NY 21157
1-800-638-6460
1-800-492-0782 in Maryland

Raintree Publishers, Inc.
310 West Wisconsin Avenue
Milwaukee, WI 53203
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